

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** 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

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- 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.

Overview

The vision of Glen Rose ISD is to provide personalized learning to all students, using multiple tools, to develop graduates who are empowered learners, responsible citizens, global competitors, and innovative entrepreneurs. Superintendent Wayne Rotan provided the vision ten years ago that provided teachers the tools necessary to transform the learning experiences of students so that instruction is more personalized, rigorous, relevant, and authentic. Though the pandemic has drastically changed the educational landscape and has presented challenges never experienced before, Glen Rose ISD teachers were already positioned to embrace the at-home learning model.

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

Summarize how your instructional schedules meet the criteria:

| Component | Explanation |
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What are the expectations for daily student interaction with academic content?

Glen Rose ISD will implement an asynchronous distance learning model, PreK-12, which provides daily, self-paced instruction expectations and teacher communication opportunities. Daily interaction and progress within the Learning Management System (LMS) is required to be considered engaged and thus marked present for attendance purposes. This would also include required check-ins by the teacher. According to the TEA guidelines, engagement is defined on a daily basis as one of the following in accordance with our approved plan:

- Progress in the Learning Management System (LMS)
- Progress from teacher to student interaction
- Completion and understanding of assignments that 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. The teacher 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.

To help ensure daily interaction with academic content, Glen Rose ISD has taken the following steps:

- Students grade PreK-2 have been provided iPads and MacBooks
- Students grade 3-12 have been provided MacBooks

Internet Access:

To provide increased access and connectivity, Glen Rose ISD has purchased and distributed hotspots to students who designated, during the registration process, that they do not have internet access at home. This step has made connectivity possible for the great majority of our students. As a result, we anticipate all students will be able to engage in online learning as planned.

Additional synchronous opportunities of small group instruction and office hours are provided daily. Students in grades 6-12 have access to online content coaching 24 hours a day/seven days a week using the Edgenuity learning management system.

Though the predominance of the GRISD remote learning plan is built around an asynchronous structure, there will be some access to synchronous learning and support opportunities including:

- Synchronous (live) instruction in some classes/courses in which students can choose to join each day
- Small group instruction time (determined by the remote learning teacher on an as-needed basis and guided by progress monitoring)
- Daily office hours
- Dedicated remote learning teacher for each grade level (elementary) and/or content area/course (secondary) with responsibility for daily interaction with students and consistent monitoring of student engagement and interaction.
- Additional synchronous opportunities of small group instruction and office hours are provided daily.

Grades PK-2:

- Students are expected to log into Seesaw (PreK) and Canvas (K-2) activities provided by the remote learning teacher
- Each student will receive their daily instruction through live or pre-recorded instruction
- All Individual Education Plans (IEPs) will still be met and accommodations and modifications within these plans will be provided

Grades 3-5:

- Students are expected to log into the Edgenuity learning platform each day
- Each student will receive their daily instruction and activities using the Edgenuity platform
- The remote learning teacher designs the modules to follow the GRISD scope & sequence
- All Individual Education Plans (IEPs) will still be met and accommodations and modification within these plans will be provided

TEA requires at least 180 minutes of academic content engagement, GRISD believes remote learning students will need to be engaged in more time than the minimum minutes to be successful. GRISD has designed the remote learning minutes as follows:

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Pre-K: 230 minutes
 1st-2nd- 320 minutes
 3rd-5th- 240 minutes

| Pre-K | Kindergarten | First | Second |
|---|--------------------------------------|--|--|
| 7:55-8:30 Morning Routines/Breakfast | 7:55-8:15 Morning Routines/Breakfast | 7:55-8:10 Morning Routines & Breakfast | 7:55-8:10 Morning Routines & Breakfast |
| 8:30-9:00- Preview the day's plan | 8:15-9:50 Reading/ELA | 8:10-9:05- ELA/Reading | 8:10-9:05- ELA/Reading |
| 9:00-9:20 ELA Lesson | 9:50-10:10 Recess | 9:05-9:35- Math | 9:05-9:35- Math |
| 9:20-9:40 Math Lesson | 10:15-11:15- Math Lesson | 9:35-9:55- Recess | 9:35-9:55- Recess |
| 9:40-10:00 Recess | 11:15-12:15 Lunch & Recess | 9:55-10:25- Zoom | 9:55-10:25- Zoom |
| 10:00-10:30 Zoom Session | 12:15-1:15- Math Lesson | 10:25-10:55- Social Studies | 10:25-10:55- Social Studies |
| 10:30-10:50 Social Studies Lesson | 1:15-1:45- Specials | 11:55-11:25- Specials | 11:55-11:25- Specials |
| 10:50-11:50 Lunch & Recess | 1:45-2:25- Science/Social Studies | 11:25-11:55- Lunch | 11:25-11:55- Lunch |
| 11:50-12:05 Story Time | 2:25-3:10- Finish or Review lessons | 11:55-1:00- ELA/Reading | 11:55-1:00- ELA/Reading |
| 12:05-12:35- PE | | 1:00-1:30- Science | 1:00-1:30- Science |
| 12:35-1:50 Nap Time | | 1:30-2:20- Math | 1:30-2:20- Math |
| 1:55-2:25- Art | | 2:20-3:20- ELA/Reading | 2:20-3:20- ELA/Reading |
| 2:25-2:45 Recess | | | |
| 2:50-3:15- Finish or Review Morning lessons | | | |

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| Grades 3-5 | | |
| 8:00-10:45 | English Language Arts Reading Social Studies | Grade 3- Content Support Zoom- 8:00-8:45 Grade 4- Content Support Zoom- 8:45-9:30 Grade 5- Content Support Zoom- 9:30-10:15 |
| 10:45-11:45 | Math Science | Grade 3- Content Support Zoom 10:20-11:00 |
| 11:45-12:15 | Recess | |
| 12:15-12:45 | Lunch | |
| 12:45-2:45 | Math/Science | Grade 4- Content Support Zoom 1:00-1:45 Grade 5- Content Support Zoom 1:45-2:30 |
| 2:45-3:15 | Fine Arts | |
| 3:15-3:45 | PE | |

Grades 6-8:

- Students are expected to log into the Edgenuity learning platform each day to access and complete ELA, Math, Science, and Social Studies course content
- Students are expected to log into the Canvas learning platform each day to access and complete elective course content

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- Career and Technology courses will use the learning platform iCEV
- Each student will receive their daily instruction and activities using the Edgenuity platform for core classes and Canvas platform for elective courses instruction and activities
- The remote learning teacher designs the scope & sequence to follow the GRISD scope & sequence
- All Individual Education Plans (IEPSs) will still be met and accommodations and modifications within these plans will be provided
- Students are provided 100 minutes each day to receive support as needed.

TEA requires at least 240 minutes of academic content engagement, GRISD believes remote learning students will need to be engaged in more time than the minimum minutes to be successful. GRISD has designed the remote learning minutes as follows:

6th-8th- 300 minutes

| Monday | 6 th | 7 th | 8 th |
|------------------|-------------------------------------|------------------------------------|-----------------------------------|
| 8:00-9:15 | Math | Math | Math |
| 9:35-10:10 | SPED Support Zoom Meeting | SPED Support Zoom Meeting | SPED Support Zoom Meeting |
| 10:20-11:35 | Science | Science | Science |
| 11:40-12:40 | Lunch | Lunch | Lunch |
| 1:00-1:45 | Content Support Zoom | Content Support Zoom /Office Hours | Content Support Zoom/Office Hours |
| 2:50-3:35 | Content Support/Zoom | Content Support/Zoom | Content Support/Zoom |
| 1:50-3:05 | Tech Apps | Elective 1 | Spanish |
| 3:05-4:20 | PE | PE | PE |
| | | | |
| Tuesday | | | |
| 8:00-9:15 | History | History | History |
| 9:35-10:10 | SPED Support Zoom | SPED Support Zoom | SPED Support Zoom |
| 10:20-11:35 | English | English | English |
| 11:40-12:40 | Lunch | Lunch | Lunch |
| 1:00-1:45 | Content Support/Zoom/Office Hours | Content Support/Zoom/Office Hours | Content Support/Zoom/Office Hours |
| 2:50-3:35 | Content Support Zoom | Content Support Zoom | Content Support Zoom |
| 1:50-3:05 | Art or Theater | Writing | Elective 2 |
| 3:05-4:20 | Band or Choir | PE | PE |
| | | | |
| Wednesday | | | |
| 8:00-9:15 | Math | Math | Math |
| 9:35-10:10 | SPED Support- Zoom | SPED Support- Zoom | SPED Support- Zoom |
| 10:20-11:35 | Science | Science | Science |
| 11:40-12:40 | Lunch | Lunch | Lunch |
| 1:00-1:45 | Content Support- Zoom/ Office Hours | Content Support Zoom/Office Hours | Content Support Zoom/Office Hours |
| 2:50-3:35 | Content Support Zoom | Content Support Zoom | Content Support Zoom |

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| 1:50-3:05 | Art or Teacher | Elective 1 | Spanish |
| 3:05-4:20 | Band or Choir | PE | PE |
| Thursday | | | |
| 8:00-9:15 | History | History | History |
| 9:35-10:10 | SPED Support- Zoom | SPED Support-Zoom | SPED Support- Zoom |
| 10:20-11:35 | English | English | English |
| 11:40-12:40 | Lunch | Lunch | Lunch |
| 1:00-1:45 | Content Support- Zoom/Office Hours | Content Support- Zoom/Office Hours | Content Support- Zoom/Office Hours |
| 2:50-3:35 | Content Support- Zoom | Content Support- Zoom | Content Support- Zoom |
| 1:50-3:05 | Tech Apps | Writing | Elective 2 |
| 3:05-4:20 | PE | Elective 2 | Elective 3 |
| Friday | | | |
| 8:00-9:15 | English | English | English |
| 9:35-10:10 | SPED Support- Zoom | SPED Support- Zoom | SPED Support- Zoom |
| 10:20-11:35 | Math | Math | Math |
| 11:40-12:40 | Lunch | Lunch | Lunch |
| 1:00-1:45 | Content Support- Zoom/Office Hours | Content Support- Zoom/Office Hours | Content Support- Zoom/Office Hours |
| 2:50-3:35 | Content Support- Zoom | Content Support- Zoom | Content Support- Zoom |
| 1:50-3:05 | Art or Teacher | Elective 1 | Spanish |
| 3:05-4:20 | Band or Choir | Elective 2 | PE |

Grades 9-12:

- Students are expected to log into the Edgenuity learning platform each day to access and complete ELA, Math, Science and Social Studies course content.
- Students are expected to log into the Canvas, Edgenuity, and/or iCEV learning platforms each day to access and complete CTE and elective courses.
- Each student will receive their daily instruction and activities using the Edgenuity, Canvas, and/or iCEV learning management systems.
- All Individual Education Planes (IEPs) will still be met and accommodations and modifications within these plans will be followed

TEA requires at least 240 minutes of academic content engagement, GRISD believes remote learning students will need to be engaged in more time than the minimum minutes to be successful. GRISD has designed the remote learning minutes as follows:

9th-12th- 360 minutes

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|--------|-----------------------------|--------------------------|-------------|--------------------------|
| | 8:00-9:00 | 9:00-12:00 | 12:00-12:30 | 12:30-3:30 |
| Monday | Remote Teacher Office Hours | Math Foreign Language | Lunch | Fine Arts Electives & |

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| | | | Electives | | Business Technology Electives |
| | Tuesday | Remote Teacher Office Hours | English Language Arts & Science | Lunch | AG Electives, Culinary Arts Health Science or Leadership |
| | Wednesday | Remote Teacher Office Hours | Math & Science | Lunch | Fine Arts Electives & Business Technology Electives |
| | Thursday | Remote Teacher Office Hours | English Language Arts Foreign Language Electives | Lunch | AG Electives Culinary Arts Health Science or Leadership |
| | Friday | Remote Teacher Office Hours | Social Studies | Lunch | All Other Electives |
| | | | | | |
| 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>Prekindergarten will learn asynchronously using the learning management system SeeSaw. The remote learning teacher provides the students with district created resources and adopted materials. Prekindergarten students will engage in 30 minutes of synchronous instruction daily.</p> <p>Elementary K-2 will learn asynchronously using the learning management system Canvas. Remote learning teacher will provide synchronous zoom sessions 2-3 times a week (20-30 minutes each). Approximately 230-320 minutes will be spent in self-directed asynchronous instruction in core content and specials are district created resources and adopted materials.</p> <p>Intermediate 3-5 will learn primarily asynchronously using the learning management system Edgenuity. Remote learning teacher provide synchronous zoom sessions 2 hours each day (120 minutes) providing small group instruction, one-on-one support, and technical support. Approximately 240 minutes will be spent in self-directed asynchronous instruction in core content and specials are district created resources and adopted materials.</p> <p>Junior High and High School 6-12 will learn primarily asynchronously using the learning management system Edgenuity for English, Math, Science, and Social Studies. Students participating in CTE courses will either use Edgenuity and/or iCEV learning management system. PE/Fine Arts students will use the learning management system Canvas for district created resources and adopted materials.</p> <p>The remote learning teachers will engage with students through daily feedback and progress monitoring. The remote learning teachers will set times for office hours to provide instructional support for all courses they monitor. Grades 6-12 will also have access to Edgenuity Content Coaching 24/7 when additional assistance is needed. The remote learning teachers will be the point of contact for all remote learning needs for students and parents. If and</p> | | | | |

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| | <p>when the remote learning teacher comes in contact with a question that they do not have a solution for, they will collaborate with the teacher of record and/or grade level team or department.</p> |
| <p>What are the expectations for teacher/student interactions?</p> | <p>Glen Rose ISD recognizes the importance of teacher-student interactions for the learning process. We are committed to building and maintaining robust and effective avenues for instructional support.</p> <p>Remote Teacher Expectations for Remote Instruction:</p> <ul style="list-style-type: none"> • Grades PreK-2: Develop lessons in the Canvas Learning Management System that focus on and meet the academic requirement of the TEKS Standards. • Grades 3-12- Assign modules that follow the scope & sequence of Glen Rose ISD curriculum documents. • Follow the districts scope & sequence and grading guidelines. • Document student attendance daily following the asynchronous guidelines. • Engage with students each day through daily feedback. • Remote teachers provide office hours and content support zoom meetings • Provide parents opportunities to reach out digitally, via phone, or in person to ask questions, discuss feedback, and gauge progress daily. • Remote teachers will make parent contact if a student is not progressing and/or participating in the learning management system. <p>Student Expectations for Remote Learning:</p> <ul style="list-style-type: none"> • Expect to complete 100% of the course, including, but not limited to, graded submissions, with a 70% or higher. • Participate in instruction based on an established online campus schedule that meets TEA requirements for the asynchronous number of hours on instructions for elementary, intermediate, junior high, and high school. • Be ready to learn each day at a designated workspace in the home. • Take local District assessments. • Take all required state assessments based upon a schedule for location and time. |
| <p>How will teacher/student interactions be differentiated for students with additional learning needs?</p> | <p>Dyslexia: The campus dyslexia specialists are providing services using zoom and/or video lessons each for those students scheduled in the dyslexia class. District is doing the following:</p> <ul style="list-style-type: none"> • Use District-developed videos for asynchronous delivery of service. • Maintain unit instruction and pacing based upon the Specialized Program Instructional Framework. • Deliver lessons to meet student goals and objectives. • Meet synchronously with identified students daily in either a small group, and/or individually. • Keep Instructional Support Logs for all students receiving dyslexia services during any virtual learning. • Schedule interventions to work directly with students who demonstrate need for assistance or additional modifications beyond online tools. <p>Section 504: All instructional services necessary for students to make progress in the general curriculum and services necessary for a free appropriate public education (FAPE) will be provided remotely, and in some circumstances, in a condensed manner. Students with Section 504 plans will continue to receive supports and/or accommodations as specified by each student's individual plan. Section 504 meetings will be held remotely, including access to electronic signatures for parents and staff.</p> |

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| | <p>ELL's: Students identified as English Learners will receive continued instructional support through the English as a Second Language (ESL) program. Students identified as potential reclassification from English Learner status will be tested in person during the first 30 days of school.</p> <p>Special Education: All students with disabilities will have access to a free appropriate public education (FAPE) and that, to the greatest extent possible, each student can be provided the instructional and related services identified in their individualized education program (IEP). ARD meetings will be held remotely and within required timelines. Evaluations will be held on individual campuses within required timelines. Evaluation staff will follow safety and sanitizing protocols. Each specialized program will have a specific plan which addresses the unique needs of each program's students. Based on student IEP, services will be offered to students at the campus or virtually when possible. Progress monitoring on student goals and objectives will be used to assess academic progress and to evaluate the effectiveness of instruction.</p> |
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

| Subject/ Course | Grade Level(s) | Instructional Materials | Progress Monitoring and Assessment | Is it TEKS aligned? | What resources are included to support students with disabilities? | What resources are included to support ELs? |
|--|----------------|---|--|---------------------|---|---|
| <p>Math Instructional Materials</p> <p>Elementary</p> | PreK-5 | <p>IXL (Math/Reading/Social Studies)</p> <p>Brain Pop</p> <p>Think Central</p> <p>HMH Go Math</p> | <p>Seesaw (PreK)</p> <p>Canvas (K-2)</p> <p>NWEA MAP Growth (Reading, Math, Language arts, Science)</p> | Yes | <p>The learning management system provides accommodations and modifications for the student's specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> |

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| <p>Math Instructional Materials</p> <p>6-12</p> | <p>6-12</p> | <p>Edgenuity</p> <p>Imagine Math</p> <p>Khan Academy</p> <p>Glen Rose ISD Curriculum</p> <p>Discovery Education</p> <p>Frog Street</p> <p>Edgenuity</p> | <p>NWEA MAP Skills</p> <p>Imagine Math</p> <p>Target Math</p> <p>Zoom Sessions</p> <p>Digital Campus Formative Assessments</p> <p>Digital Campus Benchmark Assesment</p> <p>Edgenuity curriculum assessments and activities</p> <p>Circle CLI Engage</p> <p>TEA Interim Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | <p>YES</p> <p>YES</p> | <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations.</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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| | | <p>IXL (Math/Reading/Social Studies)</p> <p>GRISD Curriculum</p> | <p>Edgenuity curriculum digital assessments</p> <p>Canvas</p> <p>NWEA MAP Growth</p> <p>NWEA MAP Skills</p> <p>Campus Digital Formative Assessments</p> <p>Campus Digital Summative Assessments</p> <p>Zoom for Synchronous Time</p> <p>TEA Interim Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | <p>YES</p> | <p>The learning management system provides accommodations and modifications for the student's specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations.</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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| <p>ELA Instructional Materials Elementary/Intermediate</p> | <p>PreK-5</p> | <p>Edgenuity IXL Heggerty McGraw-Hill Wonders EPIC Spelling City Reading A-Z iStation Nearpod Brain Pop Dibbles (1b) GRISD Curriculum</p> | <p>SeeSaw (Pre-K) Canvas (K-5) Edgenuity Zoom Synchronous Dibbles (1b) NWEA MAP Growth NWEA MAP Skills Digital Campus Benchmark Assessments Digital Campus Summative Assessments TEA Interim Assessments Edgenuity Curriculum Digital Assessments (Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for</p> | <p>YES</p> | <p>The learning management system provides accommodations and modifications for the student's specific needs. Differentiation and scaffolding supports are embedded within the curriculum. Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>EL supports are embedded in the GRISD adopted curriculum Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> |
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| <p>ELA Instructional Materials</p> <p>Junior High/High School</p> | <p>6-12</p> | <p>Edgenuity</p> <p>IXL</p> <p>Khan Academy</p> <p>GRISD Curriculum</p> | <p>progress monitoring)</p> <p>Edgenuity Curriculum Digital Assessments</p> <p>Canvas</p> <p>Zoom Synchronous</p> <p>NWEA MAP Growth</p> <p>NWEA MAP Skills</p> <p>TEA Interim Assessments</p> <p>Campus Digital Formative Assessments</p> <p>Campus Digital Summative Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | <p>YES</p> | <p>The learning management system provides accommodations and modifications for the student’s specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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| <p>Science Instructional Materials</p> <p>Elementary/Intermediate</p> | <p>PreK-5</p> | <p>SeeSaw (Pre-K)</p> <p>Think Central</p> <p>Science Fusion</p> <p>Scholastic News</p> <p>Edgenuity</p> <p>GRISD Curriculum</p> <p>Brain Pop</p> | <p>SeeSaw (Pre-K)</p> <p>Canvas</p> <p>Edgenuity Curriculum Digital Assessments</p> <p>Zoom Synchronous</p> <p>NWEA MAP Growth</p> <p>Campus Digital Formative Assessments</p> <p>Campus Digital Benchmark Assessments</p> <p>Campus Digital Assessments</p> <p>TEA Interim Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | <p>YES</p> | <p>The learning management system provides accommodations and modifications for the student's specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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| <p>Science Instructional Materials</p> <p>Junior High/High School</p> | <p>6-12</p> | <p>Edgenuity</p> <p>Canvas</p> <p>GRISD Curriculum</p> | <p>Edgenuity Curriculum Digital Assessments</p> <p>Canvas</p> <p>Zoom Synchronous</p> <p>NWEA MAP Growth</p> <p>Campus Digital Formative Assessments</p> <p>Campus Digital Benchmark Assessments</p> <p>Campus Digital Assessments</p> <p>TEA Interim Assessments (Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | <p>YES</p> | <p>The learning management system provides accommodations and modifications for the student's specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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ASYNCHRONOUS PLAN TEMPLATE

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| <p>Social Studies Instructional Materials</p> <p>Elementary/Intermediate</p> | <p>PreK-5</p> | <p>SeeSaw (PreK)</p> <p>Canvas (K-2)</p> <p>Edgenuity</p> <p>Scholastic News</p> <p>Discovery Education</p> <p>Texas Studies Weekly</p> | <p>Edgenuity Curriculum Digital Assessments</p> <p>Canvas</p> <p>Zoom Synchronous</p> <p>Campus Digital Formative Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | | <p>The learning management system provides accommodations and modifications for the student's specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |
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| <p>Social Studies Instructional Materials</p> <p>Junior High/High School</p> | | <p>Edgenuity</p> <p>Canvas</p> <p>GRISD Curriculum</p> | <p>Edgenuity Curriculum Digital Assessments</p> <p>Canvas</p> <p>Zoom Synchronous</p> <p>Campus Digital Formative Assessments</p> <p>Campus Digital Benchmark Assessments</p> <p>TEA Interim Assessments</p> <p>(Note: Tools within the LMS systems and digital supports include assessment features and data dashboards for progress monitoring)</p> | | <p>The learning management system provides accommodations and modifications for the student’s specific needs.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Students participating in special education or 504, supports will be based on the ARD and 504 committee recommendations</p> | <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee</p> <p>EL supports are embedded in the GRISD adopted curriculum</p> |

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

| Component | Explanation |
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| How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge | <p>The district will leverage our existing instructional materials (PreK-2) as the bases for the curriculum using the learning management platform SeeSaw. Remote learner's grades PreK-2, will follow the same scope & sequence as the face-to-face learners. Instructional activities will be adjusted for the remote learners. Grades 3-12 will utilize Edgenuity learning management system. Grades 3-12 remote learners will follow the same scope & sequence, minute requirements, and curriculum content as the face-to-face learners. Instructional activities, using the Edgenuity learning management system, will be different than the instructional activities in the face-to-face classroom. However, the remote learning teacher aligns the course content with the Glen Rose ISD scope & sequence. This will allow an easier transition for those students that choose to move to face-to-face instruction. All materials utilized by GRISD are aligned to the TEKS.</p> <p>Students will leverage additional software resources including, but not limited to, IXL Math/Reading and Khan Academy. These programs are tailored to support self-paced, adaptive, personalized student learning. This will support student progress as well.</p> <p>Teachers have received professional learning regarding remote instructional practices to support appropriate adaptation, instructional practices, and coherence. Instructional support will be provided throughout the school year.</p> <p>Note, the district has identified select courses that must have an in-person component to meet the TEKS for the course. For example, some CTE courses (welding) will require the student to be on-campus to receive credit. For these courses, the district has designed an option where the student can be an at-home (online) learner for the majority of his/her courses, and also be an on-campus learner for the specified courses (welding).</p> |
| What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs? | <p>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 as determined by each student's individual education plan; instructional content and activities will be tailored to meet the specific needs of these students. Each campus special education instructors and campus ELL coordinators will monitor the student's instructional plan.</p> |

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

| Component | Explanation |
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| What is the expectation for daily student engagement? | <p>Students are required to have daily interaction and progress within the Learning Management System (LMS) to be considered engaged and thus marked present for attendance purposes. This would also include required daily check-ins by the teacher.</p> |

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| | <p>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 facilitator office hours for any additional support and answers to questions they may have.</p> <p>Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day by 11:59 PM are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online for parents and students. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Glen Rose ISD will follow the Texas Education Agency guidelines regarding the definition of engagement which you will find below: According to the TEA guidelines, engagement is defined on a daily basis as one of the following in accordance with our approved plan:</p> <ul style="list-style-type: none"> • Progress in the Learning Management System (LMS) • Progress from teacher to student interaction • Completion and understanding of assignments that day <p>During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. The teacher 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>What is the system for tracking daily student engagement?</p> | <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ul style="list-style-type: none"> • Daily progress in the Learning Management System SeeSaw, Edgenuity, Canvas, and iCEV • Daily progress via teacher-student interaction • Completion/Turn-in of assignments <p>Grades PreK-12:</p> <ul style="list-style-type: none"> • By default, students are marked present “Present-Remote Asynchronous.” • Attendance is taken daily • Remote learning teachers monitor and check for student “engagement” each 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 an “after hours” completion option where students will have until 11:59 P.M. of each day to be considered “engaged.” |

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| <p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p> | <p>Remote learning students will be required to be engaged in academic content on a daily basis. Students who do not demonstrate daily engagement will be marked “absent” for those days. Students will be considered successfully engaged in academic content each day if they meet the criteria listed below in “Engagement Tracking”.</p> <p>Students log into the learning management system. The learning management system has the capability to track a student’s usage. Students complete and submit required daily assignments Students participate in required zoom meetings Remote teacher monitors each remote learning student, each day, to ensure the student is engaged.</p> |
| <p>What is the system for tracking student academic progress?</p> | <p>Remote learning students will be required to be engaged in academic content on a daily basis. Students work will be monitored and graded according to the district grading policy consistent with students learning on campus. Assignment due dates, late penalties will be enforced as outlined in the course syllabus for that grade level and subject area. Student progress will also be monitored using formative and summative assessments.</p> <p>Students will have the option to submit daily assignments by 11:59 p.m. via the learning management system. In line with our current campus grading policy, all grades must be updated in the gradebook by 4:00 p.m. each Monday. Parents are able to access their child’s learning management system:</p> <ul style="list-style-type: none"> Pre-K- Seesaw K-2- Canvas 3-5- Edgenuity 6-8 Edgenuity and Canvas 9-12 Edgenuity, Canvas, and iCEV <p>The remote learning teachers provide daily communication as well as a week-at-glance guide regarding students expected progress.</p> |
| <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p> | <p>Remote learning teachers are expected to provide daily feedback in at least one capacity within the learning management system for that grade level. Daily specific feedback from teachers to students is conducted through a variety of methods, via the learning management system, activities, or small group/individual 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. With limited synchronous learning time, teachers will have additional time to provide interventions/enrichments and/or small group instruction during their office hours.</p> <p>Assignments completed in Edgenuity will be automatically graded by the system providing students immediate feedback on formative assessment items. Additionally, students will be provided feedback from the teacher through conversation occurring during virtual office hours, emails, and/or feedback on assignments. Students and parents are also able to monitor grades at any time using the Edgenuity LMS, Skyward gradebook, Canvas, and SeeSaw.</p> <p>It is important to emphasize that teacher feedback is not limited to synchronous time, it can be done through discussion forums, chat features, email and other avenues in accordance with what will most impact their students’ growth and success.</p> |

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

Include a sample educator professional development schedule.


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

| Component | Explanation |
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| How will both initial and ongoing, job-embedded educator development opportunities occur? | <p>Glen Rose ISD began the transition, within the last 5 years, incorporating Canvas as the learning management system for grades 6-12. Grades K-5 was a soft implementation prior to COVID-19. During this period of implementation, teachers have been provided ongoing professional development with the Canvas platform. Prior to Canvas, grades 6-12 incorporated Blackboard. Moving into the 2020-2021 school year, the following was the professional development schedule to provide additional training not only for 6-12 teachers but the emphasis with K-5.</p> <p>July 27th- Canvas for Elementary iPads (Pre-K-2) July 28th- Canvas Best Practices (Pre-K-12) July 29th- Canvas for Grade 3 iPads July 30th- Canvas Integration (Pre-K-12) August 3rd- New Staff Technology Training Wednesday, August 5th- Staff Technology Training</p> <p>Grades Pre-K-2, all teachers implemented the learning management system SeeSaw prior to COVID-19. Pre-K continues to use SeeSaw both in person and remote learners. Grades K-2 have transitioned to the learning management system Canvas for both in person and remote learners.</p> <p>Grades 3-5 have transitioned to the learning management system Canvas. All teachers have been trained and will continue to receive support as needed. Grades 3-5 remote learners are receiving their core curriculum using the Edgenuity learning management system. All elective classes (specials) use Canvas for their assignments.</p> <p>Grades 6-12 continue with the learning management system Canvas. Grades 6-12 has been using Canvas for the past 5 years. Support is provided as needed. Students that are remote learning also use the learning management system Edgenuity. This is an online curriculum for all core subjects. Grades 6-12 have been using Edgenuity prior to COVID-19 for elective classes and credit recovery. Training is provided to the remote learning teachers, grades 6-12 by a staff member.</p> <p>Campus administrators meet with the remote learning teachers one time a week to discuss student progress, training needs, and resource allocation. Assistant Superintendent of Instruction meets with remote learning teachers 1 time a month but is updated by the campus administrator weekly.</p> <p>Glen Rose ISD Instructional Technology Coach is providing support for each campus during the school year. The Instructional Technology Coach schedules a full day at each of the four campuses, once a month to provide assistance as needed.</p> |

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| <p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p> | <p>As outlined in the professional development plan, teachers will be trained both before and throughout the school year to effectively utilize Canvas, SeeSaw, Edgenuity, and other digital tools to deliver course content and respond to student data.</p> <p>Best practices for asynchronous course delivery will be modeled and practiced, including:</p> <ul style="list-style-type: none"> • Helping students to participate remotely while still receiving differentiated instruction. • Helping students to participate remotely with partners and small groups. • Utilizing asynchronous delivery to provide small group rotations. • Helping students to engage with content prior to face-to-face instruction to maximize demonstration, application and review opportunities. <p>Teachers will learn how to leverage progress and assessment markers and reports to better understand student engagement and mastery of the asynchronous curriculum. Teachers will be taught how to adapt online materials and activities in response to this student data. Through grade level teams and departments, teachers, administrators, and technology instructional coach will collaborate to evaluate and refine lessons and instructional activities to address both online and face-to-face instruction and monitor student assessment data to determine necessary supports and interventions.</p> |
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Describe your communication and support plan for families engaging with asynchronous learning:

| Component | Explanation |
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| <p>How will you communicate the expectations for asynchronous instruction to families?</p> | <p>Communication with families is facilitated through the Glen Rose ISD website, social media, Canvas, SeeSaw, parent phone call and email system.</p> <ul style="list-style-type: none"> • Website and social media GRISD parent phone call and email system • Campus website • Teacher communications via email and phone • Campus digital Canvas, SeeSaw, and Edgenuity for announcements • Online family events and/or FAQ sessions with campuses • Campus/District videos |
| <p>What are the expectations for family engagement/support of students?</p> | <p>To ensure successful at-home student learning, families are expected to:</p> <ul style="list-style-type: none"> • Ensure their student has reliable and daily access to a device and internet. • Provide a quiet study area and essential school supplies. • Ensure their student logs in each day for each class and participates in the live or recorded lesson. See recommended grade level schedules. • Ensure their student engages in learning each day by completing and turning in the daily lesson/activity, as defined by the teacher. • Check their student's grades weekly and encourage their student to advocate for themselves if additional assistance is needed • Maintain open communication with the school and teachers |
| <p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p> | <p>Necessary Technology Support to Support Engagement</p> <ul style="list-style-type: none"> • Each student will receive an iPad (PreK-2) and MacBook (3-12). • Families will be provided with internet hotspots for students as needed. • Families are provided technology supports starting with the remote learning teacher, campus media specialist, and district technology department. <p>Parent Trainings: </p> |

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| | <ul style="list-style-type: none">• Parents participated in campus orientation• Instructional videos have been provided to the parents for reference• Remote learning teacher and campus administrators communicate with parents to provide information regarding their child's progress. |
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