FT. HANCOCK ISD ASYNCHRONOUS PLAN 2020-2021

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

√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.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that meet or exceed the daily minimum across all grade levels. Daily instructional schedules will provide multiple opportunities for teachers and students to interact with all academic content throughout the day for all learning pathways offered to include the Foundation and Enrichment Curriculum and delivery of all TEKS including required minutes for PE, Fine Arts, and STEM. Students would receive a schedule that shows different blocks of

time, as well as synchronous & asynchronous components. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change. In the event that circumstances change in our community, all Ft. Hancock ISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons utilizing Google Classroom for on-campus learners and remote learners. Example schedules are shown below.

Include sample daily schedules for students by grade

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	Students will receive daily Synchronous and/or Asynchronous instruction for 180+ minutes (elementary) and 240+ minutes (secondary). Small group intervention with certain students needing additional support is determined by teachers. 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 daily self-paced academic materials. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging in classroom discussions, online lessons, and the completion of assignments. Teachers will schedule specific times for synchronous learning opportunities for the whole group, small group, or individual instruction. Whole group opportunities will be recorded so students that need to view the session asynchronously will have access and be able to complete the daily assignment. Students will complete either an exit ticket or assignment for each block of instruction. Exit tickets may include a quick check of understanding, continued questions the student has about the learning or a SEL component. Engagement will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day, show progress in engagement through the Learning Management System (LMS), or interaction with the teacher. At a minimum, students and teachers will check-in at least once a day before 11:59 PM.
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?	For each class/subject/period, teachers are expected to: Instruct students with the same curriculum presented in the traditional classroom (TEKS Resource System) and ensure access to the same instructional resources via take home packets, remote or face to face instruction. Assign work to be completed both online and offline. Provide activities for students to complete independently and/or guided by a teacher. Ensure student work is submitted electronically through the LMS platform. Evaluate and/or grade all assignments. Provide feedback on class work and student progress. Respond to remote student and/or parent contacts and requests for academic assistance. Conduct interactive class sessions in Google Meet for each subject and/or class scheduled. Engage in instructional conversation with students. Administer the same assessments to remote students as students on campus. If a campus is closed due to COVID 19, classes will transition to online remote instruction for all students grades 2-12. Daily instructional schedules will be aligned to meet or exceed the minimum number of required asynchronous instructional minutes and include multiple opportunities throughout the day for students to engage in a full day of academic content to include the Foundation and Enrichment Curriculum. Office hours will be available for one-

	on-one conferences during the day and before and after school for parent and student assistance. Appointments will be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material. Campus Counselor(s) will host SEL Support virtual meetings for students. Campus Counselor(s) will be available before or after school for one-on-one conferences with parents (appointments). GT students will be provided with online meetings to provide support as well.
What are the expectations for teacher/student interactions?	Teachers will interact with their assigned students working remotely on scheduled days as if they were conducting face-to-face classes. These interactions will be predictable and adequate to ensure student progress in class. Students will have interactions with a teacher (including campus instructional support staff) and peers daily via meetings, check-ins, and/or synchronous learning time. High School students will have built in time for asynchronous learners to have 1-1 or small group enrichment/intervention in all core and elective classes. During this time, students will meet for enrichment and intervention support services according to their differentiation plans identified by classroom teachers using student data. Teachers will provide on-time responsive feedback and interventions for students with academic needs during this time using specially designed and differentiated lessons, intervention support programs, and intervention programs. Inclusion teachers will provide direct support during synchronous lessons and small group or individual sessions with students based on their IEP. Teacher office hours will be scheduled before school and at the end of the school day. At all levels, the teacher is also available for student support throughout the day when they are not engaged in asynchronous activity.
How will teacher/student interactions be differentiated for students with additional learning needs?	Teachers will ensure that all remote learners are instructed with the same curriculum as students in on-campus classrooms and have the same access to district-adopted instructional materials. Appropriate resources will be provided to all students with disabilities and English learners. All IEP's will be followed. Special Education Inclusion Teachers will work with General Education Teachers during weekly campus allotted PLC times to identify accommodations/modifications to support the requisite skills for each Special Education Student and will have access to the district learning management system to review student progress in order to support planning efforts. Our GT students will be provided services in order to demonstrate skills in self-directed learning, thinking, research, and communication. Daily schedules and structure of staff will allow for flexibility to provide students with additional learning needs time to interact with teachers throughout the day and provide interventions and enrichment on an as needed basis.

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

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Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math, ELA, Science & SS Instructional Materials	PK	PK Guidelines Big Day Scholastic	Campus Based Assessments	Yes	Accommodations and/or modifications will be provided to students based on their individualized education plan. Differentiation and scaffolding supports are embedded within the curriculum.	ELPS (English Language Proficiency Standards) ELLevation Software strategies Linguistic accommodations for instruction by the LPAC committee is implemented. Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.
Math Instructional Materials	K-5	TEKS Resource System Go Math (HMH) Mentoring Minds TEKS Resource System	Campus Based Assessments Software/Program Unit Assessments	Yes	TEKS Resource System (TRS) helps teachers identify instructional gaps in order to make adjusts based on student needs. Accommodations and/or modifications will be provided to students based on their individualized education plan. Dyslexia Interventions will be provided based on IEP/504 Plans. Differentiation and scaffolding supports are embedded within the curriculum.	ELPS (English Language Proficiency Standards) ELLevation Software strategies Linguistic accommodations for instruction by the LPAC committee is implemented Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.
Math Instructional Materials	6-12	TEKS Resource System McGraw Hill/Glencoe Math Prodigy Texas Coach Measuring Up Digital Coach	Campus Based Assessments Software/Program Unit Assessments	Yes	TRS helps teachers identify instructional gaps in order to make adjusts based on student needs	ELPS (English Language Proficiency Standards) ELLevation Software strategies

					Accommodations and/or modifications will be provided to students based on their individualized education plan. Dyslexia Interventions will be provided based on IEP/504 Plans. Differentiation and scaffolding supports are embedded within the curriculum.	Linguistic accommodations for instruction by the LPAC committee is implemented. Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.
ELA Instructional Materials	K-12	TEKS Resource System Into Reading (HMH K-5) Fundations (K-2) Estrellitas (Pk-1) Lexia My On-Renaissance Learning RAZ Kids Rosetta Stone Readworks (6-8) Newsela Quill StudySync Texas McGraw Hill Writable (3-12)	Campus Based Assessments Software/Program Unit Assessments	Yes	TRS helps teachers identify instructional gaps in order to make adjusts based on student needs Accommodations and/or modifications will be provided to students based on their individualized education plan. Dyslexia Interventions will be provided based on IEP/504 Plans. Differentiation and scaffolding supports are embedded within the curriculum.	ELPS (English Language Proficiency Standards) ELLevation Software strategies Linguistic accommodations for instruction by the LPAC committee is implemented. Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.
Science Instructional Materials	K-12	TEKS Resource System STEMScopes (K-12) Measuring Up Edusmart (K-5) Brainpop (6-8) iScience (6-8) HMH Environmental Science TX High School Science Biology	Campus Based Assessments Software/Program Unit Assessments	Yes	TRS helps teachers identify instructional gaps in order to make adjusts based on student needs Accommodations and/or modifications will be provided to students based on their individualized education plan. Dyslexia Interventions will be provided based on IEP/504 Plans.	ELPS (English Language Proficiency Standards) ELLevation Software strategies Linguistic accommodations for instruction by the LPAC committee is implemented.

					Differentiation and scaffolding supports are embedded within the curriculum.	Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.
		TX High School Science Modern Chemistry TX High School Science Physics Virtual Labs (K-12)				
Social Studies Instructional Materials	K-12	TEKS Resource System My World (Pearson K-8) National Geographic (Cenage) BrainPop Measuring Up Mastering the TEKS World Geography, McGraw Hill Economics: Concepts and Choices The Americans: US History Since 1877	Campus Based Aligned Software/Program Unit Assessments	Yes	TRS helps teachers identify instructional gaps in order to make adjusts based on student needs Accommodations and/or modifications will be provided to students based on their individualized education plan. Dyslexia Interventions will be provided based on IEP/504 Plans. Differentiation and scaffolding supports are embedded within the curriculum.	ELPS (English Language Proficiency Standards) ELLevation Software strategies Linguistic accommodations for instruction by the LPAC committee is implemented. Instruction in both English and Spanish for Dual Language students, as designated by the content allocations.

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

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	TEKS Resource System Unit Resources, Guides and Instructional Focus Documents are TEKS aligned to include district approved resources. TEKS are spiraled throughout the year to ensure that TEKS are revisited and taught multiple times through a spiraling format and differentiation. TEKS clarification authentic performance assessments which support backward lesson design and aligns with TEKS Resource System's Instructional Focus Documents (IFDs). The district has adopted TEXGuides which include teacher created exemplar lessons which align to the performance assessments and provide teachers with a scripted gradual release lesson, including effective, research based instructional practices. The guides also provide a digital platform with a multitude of links to sites, program resources, and teacher created materials which will assist teachers with asynchronous learning. Students with be engaging with digital curriculum via GoogleClassroom. Those students that do not have internet access will be provided take-home packets. Virtual Labs for science labs will be utilized for both remote students in collaboration with on campus labs. CTE Programs being used can easily integrate into either format of face to face or remote only. Supplies and materials will be provided to both groups. When necessary students may be required to attend on campus labs. Practice sessions for certification exams will be held prior to testing allowing students the opportunity to practice the hands on skills necessary to pass the certification tests.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Support for Special Education & 504 students: Special Education Inclusion Teachers will work with General Education teachers to identify accommodations/modifications to support the instructional materials being utilized. In addition, Special Education Inclusion Teachers will provide support during General Education Teacher's live virtual as documented in students' IEP and/or small group instruction during campus allotted intervention times as documented in students' IEP. Special Education Inclusion Teachers will work with General Education Teachers during weekly campus allotted PLC times to identify accommodations/modifications to support the requisite skills for each Special Education Student and will have access to the district learning management system to review student progress in order to support planning efforts. Special education teachers will check in with each parent/student for progress review based on campus requirements and individual student needs commensurate with the IEP. Special education guidelines will reflect current district, local Health, and TEA requirements for social/physical distancing and COVID response. General education teachers will receive copies of the students Section 504 accommodations and special education IEPs in order to ensure implementation of and access to individual student accommodations and modifications. Students will have access to mental health, social emotional, and trauma informed resources provided by campus counselors and teachers. Speech-language pathologists and Occupational Therapists will wear clear face masks/shields as needed. Clear barriers will be used for small group instruction and individual assessments as needed. **Dyslexi**a: The ultimate goal is for all students to meet with the dyslexia interventionist to receive dyslexia services. Dyslexia students will be provided continued learning through the district approved in live online group sessions. Per program guidelines, the bulk of the program cannot be recorded for viewing later to uphold the fidelity of the program. Dyslexia

interventionists will contact their students' families to schedule meeting times to ensure students can gain access during their meeting time. They will provide necessary information and directions to caregivers to allow for independent at-home practice. For students who absolutely cannot meet synchronously, our district will provide Lexia as an online supplemental program. Dyslexia interventionists will communicate with families to ensure students can access the program from home. Dyslexia interventionists will maintain contact with their students to monitor their progress and needs.

Support for Bilingual/EL Learners: Dual Language and ESL and teachers will follow the general education and dual language guidance to complete differentiated lesson plans whether virtual or face-to-face. Dual Language and ESL teachers will collaborate to ensure lessons are designed to meet the needs of all students. Dual Language and ESL teachers are required to complete differentiated lesson plans to meet the needs of the EL students they support whether instruction is virtual or face-to-face ELLevation strategies/lessons will help in supporting this. Dual Language and ESL Professional Learning Communities (PLCs) will occur every week where teachers will utilize the instructional materials to adapt to meet the needs of their bilingual/ESL learners. Elementary dual language students requiring face-to-face instruction will be provided instruction based on the content allocations for the dual language program while following local, state and federal safety and guidelines at their campus. Students and families will receive three-week progress reports with Bilingual/ESL teachers or staff to communicate progress. Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Dual Language teachers will utilize the online platform to assign texts to students to spiral standards. Dual Language/ESL and SPED teachers will continue to collaborate to personalize support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) and will be provided appropriately within the asynchronous learning environment as determined by each student's IEP as determined in collaboration with the LPAC. Dual Language/ESL and SPED teachers will continue to tailor instructional content and activities to meet the specific needs of English learners that are dually coded SPED and/or 504. Our Bilingual/ESL Department and Special Education department will follow LPAC, ARD and 504 guidelines to support students/teachers.

Gifted & Talented Students: Classroom teachers will continue to differentiate instruction to include challenging experiences for Gifted and Talented Students. Teachers and/or counselors will host online meetings with GT students to provide support in the area of Social-Emotional Learning. Any necessary parent meetings will be conducted through Zoom. Our GT program emphasizes critical and creative thinking skills, problem-solving skills, integrated curriculum. Students are expected to work both independently and in group situations via remote learning or social distanced in face-to-face.

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

Component	Explanation
What is the expectation for daily student engagement?	PK-12 students are expected to log on daily to Google Classroom or Class DoJo to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments or activities listed in the morning. Students who do not demonstrate engagement on a given day are marked absent. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. Students are also encouraged to actively participate in the synchronous sessions, such as calendar time and small group sessions in grades PK-2. Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day; however, if assignments are turned in during afterhours of the same day, teachers can amend attendance the following day (within a 24-hour window). Teachers are also expected to meet virtually with all students daily, through a synchronous learning time, small group meeting, or individual meeting that is held either via the computer, electronic device or phone. Students with a device and internet access with access to Google Classroom will use a calendar of assignments. For students who do not engage in content, teachers, principals, and campus staff are calling home routinely to conduct 'check-ins' with students and families. When necessary packets will be distributed if students cannot log on remotely.
What is the system for tracking daily student engagement?	Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method: 1. Daily Progress in Google Classroom/LMS or Class DoJo. Response to daily check ins and questions. Assignments turned in according to schedule. Weekly assessment completion. 2. Daily Progress via student-teacher interaction: Students may engage in synchronous learning with teachers and their class on a schedule defined by the teacher. Additionally, students will be checking in with teachers in the system at times that work for them during their schedule through on-demand and as-requested office hours. Direct teach discussion, assignment comments, Read and Respond completion will be accepted as forms of daily progress checks. 3. Completion/Turn-in of assignment: Students will submit either an exit ticket, assignment or SEL check in daily. Teachers will verify assignment turn in per schedule. They will validate daily check log for questions and comments. Students will complete SEL assignments. 4. At the administrative level, Principals and Central Office staff will review Classroom usage reports. Administrators will analyze usage trends and monitor Classroom user activity by campus and at the district level. Documented attendance/engagement must occur on the day of the absence for students who are absent for any reason. Any progress made over the course of a 24-hour day (from 12:00 am to 11:59 pm) may be counted as daily engagement.

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How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	All digital platforms and tools (i.e. Google Classroom, digital instructional materials, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. The pacing of instruction for remote learning is aligned with pacing in the face-to-face setting. Assessments are also standardized for elementary and aligned for secondary students to ensure consistent progress tracking. For remote learners, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. Remote students will use the same process for accessing materials and submitting assignments as on-campus students. All teaching and learning expectations are aligned to the TEKS with the same rigor and relevance to on campus learning. All activities and assignments are the same in both environments. When necessary packets will be distributed if students cannot log on remotely. For students who do not engage in content, teachers, principals, and/or campus staff call home routinely to conduct 'check-ins' with students and families.
What is the system for tracking student academic progress?	Daily Assignments, activities and interaction will be used to measure progress of students and will be tracked daily in district LMS. District LMS supports expectations of student progress through formative assessments and TEKS based instruction. Teachers and administrators will continue to use RTI process to review student progress and maintain such records. Data systems that are utilized include: Eduphoria, mCLASS-Amplify Lexia, Accelerated Learning, etc. Academic coaches and Literacy coach will assist in facilitating the adjustments needed to instruction and strategies to use within small group differentiated instruction for students not making sufficient academic progress or mastery. Additionally, teachers will have access to process data through Eduphoria to assist with identification and development of intervention plans. Students and parents will be able to access student work, interact with classroom teachers daily and give feedback through district LMS and parent portal. PK-2 student academic progress will be measured daily through student/teacher interactions and daily check-ins. Teachers will also monitor student academic progress through weekly PLC data meetings and grade level planning times. K-2 teachers will utilize Class Dojo to keep parents updated on their student's academic progress.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Students will have a minimum of two grades per subject per week, per district policy. For students who are not regularly making academic progress, they will be contacted through their classroom teacher, campus support staff, and/or principal. Teachers are also required to provide, at a minimum, weekly progress check-in with students and families to notify them of any incomplete work or missing assignments. Teachers will continue to hold virtual parent conferences as needed for any student not making significant academic progress and/or are not engaging in coursework daily. Student progress reports will be provided for parents every three weeks. Teachers will use the Implementing TEKS Resource System pacing guides and TEKS, for each student to collaboratively establish goals for each student and will use weekly data to provide feedback to students. Progress monitoring information will be provided to students and families on a routine basis (every progress reporting cycle). Student progress will be tracked daily in Google Classroom through daily assignments, exit tickets, activities, interaction with a teacher and other indicators. Students must have passing grades at the end of each grading period. Parents have full access to student work, interactions with teachers, assignment submissions and feedback through the student's Google Classroom or Class DoJo. Students will have

	several assessments to track academic progress throughout the school year: Every 3 weeks, students will take a teacher developed assessment. All students will take course assessments each grading period. Assessments are based on TEKS recently taught. Assessments are formatively used to drive future instruction, loopback and provide interventions. CIRCLE Pre-K Assessment Beginning of Year, Middle of Year, and End of Year will be administered and remain consistent. In addition, district will continue to implement the following official grade reports: Report Cards - The purpose of report card grades is to communicate the student's level of mastery of the designated TEKS-based instructional objectives. Report cards will be issued for all students every six weeks. Progress Reports - Interim progress reports shall be issued for all students after the third week every six weeks. Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives.

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
How will both initial and ongoing, job-embedded educator development opportunities occur?	Ft Hancock ISD will use the Board approved 2020-2021 school calendar to provide for continuous professional development and support on implementing asynchronous instruction. Campuses will use the same calendar and master schedules to ensure that educators are provided with ongoing support through grade level planning and PLCs. The 2020-2021 Board approved school calendar includes 6 staff development days that will be utilized to provide initial and ongoing, job-embedded development opportunities for educators, para professionals, and administrators. Other opportunities will be provided for the same audience to participate in professional development throughout the year through various interactive formats including virtual platforms. Beginning of the Year PD was designed to support teachers with online asynchronous learning, all teachers and administrators attended TEKS CON (Exploring and Expanding Exceptional Virtual Teaching and Learning Conference). Principals attended the TEA Modules to support remote instruction. Administrators, educators, and campus instructional support staff will engage in continuous professional learning around the content and curriculum guides that will be used to implement asynchronized learning; as well as use of instructional resources to align asynchronous instruction with student progress monitoring data and target any identified learning gaps. Training opportunities will be offered throughout the school year which will assist with campus and/or district identified needs in the area of content and understanding grade level TEKS. Teachers will attend asynchronous professional development modules provided by Region 19 to further develop remote instructional strategies. Campuses will create an On-Site or Remote Professional Learning team by combining the expertise of the principal, interventionists, and curriculum directors to support the campus staff and families of both remote learners and the students on-campus. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. Our district is part of the Mental Health

	Behavioral grant. Our campus staff will participate in monthly PLC meetings with ESC School Mental Health Leaders. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers, students and parents.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Administrators, educators, and campus instructional support staff will engage in continuous professional learning around the content and curriculum guides that will be used to implement asynchronized learning; as well as use of instructional resources to align asynchronous instruction with student progress monitoring data and target any identified learning gaps. Professional Learning Community (PLC) planning time is conducted for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. A partnership with ESC 19 has been established to focus on teacher and leader knowledge to increase our understanding of mastering the standards, collecting and using data, taking instructional action, and engaging students and parents.

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

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	District personnel will work collaboratively to continuously provide our Ft Hancock community with ongoing communication and plans specific to asynchronous instruction expectations, opportunities, and support. A parent survey has been shared with an overview of Face to Face and remote instruction to guide parents as they decide what is the best choice for their family. Expectations for asynchronous instruction have also been shared with families via the district website, and provided to parents on the choice survey, which is also posted on the website and social media platforms. Our staff and parents will communicate via Google classroom, our LMS, Class Doj,o personal contact from teachers via email, virtual platforms or voice calls. Families will receive expectations and regular updates via auto-mass communication platform as well as on the district website and social media platforms. Additionally, families and students will receive weekly communication from school representatives and/or teachers. Communication will be provided to clarify between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between delivery methods.
What are the expectations for family engagement/support of students?	Families will be expected to support their students by attending and engaging in the following events and practices: • Open communication and checking on student progress regularly in each class • Support the use of technology tools to help access instruction • Support students to complete their work in regular school hours • If the student elects to take specialized courses such as CTE in a remote environment, the parent/guardian will provide transportation to the campus for required hands on instructional elements when applicable.

	• Social and Emotional Learning - students will be provided social emotional learning activities daily by teachers and/or guidance counselors. The teacher will also suggest possible structures in the home that help to reduce distractions and give students opportunity for breaks. For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment. It is our expectation for staff, students, and families to maintain strong partnerships to allow students social emotional well-being in order to have resilient coping skills.
What additional supports, training, and/or resources will be provided for families who may need additional support?	Announcements and resources for parents will be released through social media and our Ft Hancock ISD website. District and campus leaders will provide the following support and resources to our families: • Distributing additional resources and support to each campus i.e., school supplies for students • Identifying health and human services support for families in need • Increasing school staff capacity to effectively connect, engage, and partner with families • Home visits, phone calls or alternative options will be made to contact and communicate with families with limited internet access. • Developing more systems and opportunities for parents to be active partners at the campus level Synchronous and asynchronous Parent Engagement Nights will be provided by each campus for ongoing support and training. Additionally, there will be dedicated times within the teacher's daily office hours to support the needs of individual parents. Opportunities for parent/family instruction in technology procedures/best practices were offered both synchronously and asynchronously before the start of school, then on a continuing basis during the school year. All students were issued a Chromebook or laptop and assured a hot spot for remote learning. Hotlines have been provided to answer parent questions. Ft Hancock ISD Bilingual Department is creating a website that will provide short videos in Spanish that include technology tools for EL's, Parents. Teachers will help our students navigate, learn and/or log-in during remote instruction. Websites • General website - Primary online repository of all news and information related to district business, operations, services and offerings. Repository of information and updates related to the district's response to the Coronavirus pandemic and plans for a safe return to campus. www.fhisd.net Social media (to engage and inform community and parents) • Facebook https://www.facebook.com/fhisd