**Lake Granbury Academy Asynchronous Learning Plan**

**Attestations**

**Instructional Schedule**

 **Teacher interaction** with students is predictable and sufficient to support schedule.

 **Teacher availability** for students (e.g. office hours schedule) is planned in advance,

predictable, sufficient for student progress, clearly defined.

 **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 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

 6th through 12th grade – 465 minutes daily

**Materials Design**

 District has adopted a **full, TEKS-aligned curriculum that 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 Edgenuity 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 in cottage (living

quarters) 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 students, case managers, and**

**therapists** in order to support asynchronous work at on the cottage.

**Overview**

The vision for Lake Granbury Academy Charter is to provide multiple flexible options for students to personalize their learning in order to develop graduates who are empowered learners, responsible citizens, and global competitors. Students at Lake Granbury Academy have been placed in the residential facility by the Court and are served on the residential facility site. Teachers were already accustomed to administering instruction and providing lessons to students when they were on the cottage (living

quarters) due to facility safety concerns, When the closure of schools occurred in March, the need to master remote learning was increased, but already in practice.

**Open Responses**

**Key Requirement Instructional Schedule:**

Students will participate in either an in-person, face-to-face instruction model, or an asynchronous learning model on cottage. Students will attend school daily in smaller class groups in the classroom or will receive materials and instruction on the cottage (living quarters) for Asynchronous learning. Daily attendance will be taken and RA will be used to document Remote Asynchronous attendance for those on the cottage. Since students reside at the campus location for the residential facility, attendance is not a concern.

To be counted present, students in face-to-face and asynchronous remote learning must be engaged daily in the lessons, complete and turn in assignments on time, interact with the teacher, and show progress in the learning. A student will be considered absent if the student does not have documented engagement listed above.

**Sample Daily Schedule for Grades 6-12**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cottage**  **Name** | **7:30-8:15 am** | **8:15- 9:00 am** | **9:00-9:45 am** | **9:45- 10:30 am** | **10:30-11:15 am** | **11:20-**  **11:50 am** | **11:50-12:25 pm** | **12:25—1:30 pm** | **1:45 pm-2:30 pm** | **2:30 – 3:15 pm** | **3:15- 4:00 pm** |
| **Alpha** | Teacher  Conf | Tut | PE | ELA | Math | Lunch | PBL  *Ram lounge* | MPE | Science | SS | CTE |
| **Bravo** | Teacher  Conf | CTE | Tutorial | PE | ELA | Break | Lunch | MPE | Math | Science | SS |
| **Cedar** | Teacher  Conf | SS | CTE | Tutorial | PE | Break | Lunch | MPE | ELA | Math | Science |
| **Echo** | Teacher  Conf | Science | SS | CTE | Tutorial | Lunch | Break | MPE | PE | ELA | Math |
| **Golf** | Teacher  Conf | Math | Science | SS | CTE | Lunch | Break | MPE | Tutorial | PE | ELA |
| **Delta / Fox** | Teacher  Conf | ELA | Math | Science | SS | Lunch | Break | MPE | CTE | Tutorial | PE |

**Summarize how your instructional schedules meet the criteria:**

**Component Explanation**

Teachers and students will follow a posted daily schedule and/or online instruction monitoring schedule which indicate specific time periods for academic engagement, instruction, and questions/answers from students and parents. Teachers will check in daily with students that are on the cottage for safety reasons and will answer questions, provide encouragement, assist with lessons. Assignments will be taken up and entered in the gradebook for asynchronous assignments daily.

**Determining Engagement and Marking Attendance:**

Attendance is taken during the daily accounting period for all students, including those students who are asynchronous. Attendance for those who are asynchronous is denoted with “RA” to delineate that they are asynchronous. Teachers also maintain an attendance record for the entire day, which is then filed in the administrative office.

|  |  |
| --- | --- |
| **TEA Requirements** | **Lake Granbury Requirements** |
| Daily Progress in Learning | Daily progress will be tracked through daily assignments, grade reports, Edgenuity progress, and daily check ins with teachers. |
| Management System | Edgenuity, TXEIS, Teacher reporting |
| Daily Progress via Student / Teacher Interaction or | Teachers will meet with each student class, including those asynchronous (on cottage). |
| Assignments Turned In, and | Teachers will enter grades in TXEIS for assignments completed in person or asynchronous. |
| Provide in-depth, formative feedback to students weekly. | * Teachers will meet weekly with every student to review progress, successes, and concerns. * Teachers will give progress reporting data weekly to case managers for all students. * Student behaviors and personal academic goals are monitored and reported on daily using a PBIS system and *Student Checkbook* by which they earn dollars and receive feedback directly on individual goals. |
|  |  |

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

* **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.
* **Students identified as English Learners** will receive continued instructional support through their parent-approved Dual Language or 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.
* **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.

**Specialized Programs**

* **Resource** serves students who require additional academic support to access grade level curriculum. Classroom teachers collaborate with grade and content specific general education teachers and develop lessons addressing IEP goals and objectives. The classroom teacher will communicate with the family/student on a regular schedule based on District guidelines and student needs in order to monitor and document progress. The District has instructional expectations for Resource, Inclusion and co-teach. Additional support and plans for students receiving virtual learning will be provided through campus and central staff. Responsibilities are specific to roles to ensure that students are receiving support based on their individual needs. Accommodations and modifications will be followed and implemented by appropriate staff members.
* **Math/Reading Intervention Support:** Students needing additional support will be able to have increased access to intervention. Interventionists, in collaboration with classroom teachers, using data, may identify where small groups are collectively struggling on a topic area and provide targeted, direct instruction to the group on that matter. A student who does not make adequate progress will be assigned to intervention which could extend the school day.
* **Reading intervention** will be delivered through Renaissance STAR 360, Edgenuity, or Teacher Created Interventions.
* **Math intervention** will be delivered through Renaissance STAR 360, Edgenuity, or Teacher Created Interventions.
* District Special Education staff and interventionists will provide services to all identified groups. Instruction will be provided asynchronously with synchronous times scheduled. Teachers will provide as follows:
  + to house all courses and intervention services;
  + for posting teacher schedules;
  + conducting communications with students and parents; and
  + documenting student progress monitoring

**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials. Materials are handed out by teachers at the start of every school day. Those students who are Asynchronous (on the cottage) are also given the assignments daily. Facility coach counselors assist students with assignments throughout the day. In addition, teachers rotate to students throughout the day to provide instruction, encouragement, and to take up assignments as they are completed. Students that are asynchronous receive the same instructional minutes and daily assignments as students who are present in class.

**How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge**

Students will have lessons that appeal to multiple learning styles, including hands-on, project based assessments and activities. Students also have daily opportunities to work on self-paced curriculum using Edgenuity.

**How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?**

Lake Granbury Academy will set a high bar for students as it relates to daily engagement in an asynchronous on the cottage learning model. Students will attend and engage in learning for each assigned class/course each day of the week (Monday–Friday) during normal school hours. Daily attendance will be taken, and compulsory attendance will be followed. If a student is not present in the building or engaged each day for each class/course, the normal truancy process will be followed (TEC, §25.092). Students must be present for 90% of the required days of learning to be promoted to the next grade level or receive credit towards graduation, if in high school. In order to be counted present, students in asynchronous remote learning must be engaged daily in the lessons, complete and turn in assignments on time, interact with the teacher, and show progress in the learning.

* By default, students are marked present-remote asynchronous.
* Daily attendance is taken at a predetermined time (9:10 am).
* Teachers monitor and check for student engagement each day.
* Meeting the minimum attendance requirements is not the same as demonstrating successful performance for obtaining passing grades.

Students will have passing grades at the end of each grading period (failure to have passing grades will result in a required intervention and parent conference). Parents have full access to student work, interactions with teachers, assignment submissions and feedback. The parent will receive progress reporting and report card reporting regularly, regardless of whether or not a student is asynchronous.

**What is the system for tracking student academic progress?**

* TXEIS
* Gradebook
* Edgenuity
* Teacher grade reports
* Teacher behavior reports

**How will both initial and ongoing, job-embedded educator development opportunities occur?**

**Content-Specific District Professional Learning (Initial)**

* Curriculum and instruction focus for specific content areas

**Campus Professional Learning – Campus Focus and Work Time (Initial)**

* Campus-driven professional learning
* Team collaboration around cohesive online classrooms and learning progressions
* PBIS Training
* Renaissance 360 Training

**Teacher Work Days (Initial)**

* Dedicated time for teachers to work on course design and project based lessons.
* Dedicated time for to review student data and formulate plans for success.

**Job-embedded professional learning Opportunities (Ongoing)**

* Provide ongoing team meetings to go over technology related difficulties.
* Weekly Professional Learning Communities Meetings to review student data and concerns.
* Continue to provide high quality, research-based content and pedagogically sound professional learning throughout the year through face-to face, remote synchronous, and remote asynchronous delivery options

**How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?**

* Weekly PLCs and Team Meetings to communicate campus-specific implementation guidelines, communications, and professional learning.
* Professional learning designed to model desired student learning processes to allow teachers to experience as a learner and reflect on applications to their own asynchronous classrooms.
* Course and lesson templates provided to teachers
* Professional Goal and Student Learning Objective process which calls for teachers to identify a student learning objective and corresponding professional goal so that they may monitor and adjust practice based upon data. Teachers will use this process to recursively study the impact of remote learning strategies, making needed adjustments along the way, on meeting the learning goals for students.
* District online resource for lessons and activities to increase student engagement.

**How will you communicate the expectations for asynchronous instruction to Probation Officers, Judges, families, and case managers?**

Lake Granbury Academy will communicate with parents using the following tools:

* Campus websites
* TXEIS Grade Reports
* Case Management Reports through Residential Facility
* Phone and email communications

**What are the expectations for family engagement/support of students?**

Students receiving asynchronous instruction are doing so within the confines of the residential facility. Parents are not responsible for providing set up or assistance in this process. Parents are expected to encourage and support students in pursuing academic goals and progress.

**What additional supports, training, and/or resources will be provided for families who may need additional support?**

Social and Emotional Learning:

Each campus will be able to send out resources, tips, tools, and additional information to address the social emotional needs of all. These resources and activities will help support what the students will be learning in school, in-person or virtually.

**Necessary Technology Support to Support Engagement**

* Teachers have technology to assist in providing instruction.
* Digital learning specialists, in conjunction with Curriculum and Instruction staff, provide support to staff, students, and parents.

**Contact information will be provided to parents of students who need any specialized services.**