



Cypress-Fairbanks ISD has established CFISD Connect, a remote learning arrangement, to support Pre-K through 12th grade students who are attending school virtually during the 2020-2021 school year. CFISD Connect combines live two-way teaching with asynchronous independent learning activities to support students in their academic achievement.

The Asynchronous Plan is being submitted for the grade levels below:		
<input checked="" type="checkbox"/> PK3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> PK4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12

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.

[Sample CFISD Connect Daily Schedule Pre-K-1](#)

[Sample CFISD Connect Daily Schedule 2-5](#)

[Sample CFISD Connect Daily Schedule 6-12](#)

Sample Daily Full Day PK-1 Schedule (may vary by teacher and campus)

Time	Student Activity	Modality
30 minutes	Closing the Gap Intervention	Live Teaching
145 minutes	ELAR/Handwriting/Word Study/Social Studies <ul style="list-style-type: none"> • Live, two-way teaching • Schoology activities • Independent Reading and Writing • Screencasting and/or video available on demand 	Live Teaching & Asynchronous
60 minutes	Math <ul style="list-style-type: none"> • Live, two-way teaching • Schoology activities • Independent Practice 	Live Teaching & Asynchronous
15 minutes	Science Inquiry <ul style="list-style-type: none"> • Schoology activities • Independent Activities • Screencasting and/or video available on demand 	Asynchronous
55 minutes	Art/Music/PE <ul style="list-style-type: none"> • Schoology activities • Independent Activities • Screencasting and/or video available on demand 	Asynchronous
30 minutes	Developmental Centers/Play-Based Learning <ul style="list-style-type: none"> • Schoology activities • Independent Activities • Screencasting and/or video available on demand 	Asynchronous
25 minutes	Office Hours/Tutoring	Live Teaching

Sample Daily Full Day Grades 2-5 Schedule (may vary by teacher and campus)

Time	Student Activity	Modality
30 minutes	Closing the Gap Intervention	Live Teaching
150 minutes	ELAR/Social Studies <ul style="list-style-type: none"> • Live, two-way teaching • Schoology activities • Independent Reading and Writing • Independent Handwriting, Word Study, Grammar • Screencasting and/or video available on demand 	Live Teaching & Asynchronous
75 minutes	Math <ul style="list-style-type: none"> • Live, two-way teaching • Schoology activities • Independent Practice 	Live Teaching & Asynchronous
75 minutes	Science <ul style="list-style-type: none"> • Live, two-way teaching • Virtual Labs • Schoology activities • Independent Activities • Screencasting and/or video available on demand 	Live Teaching & Asynchronous
50 minutes	Art/Music/PE <ul style="list-style-type: none"> • Schoology activities • Independent Activities • Screencasting and/or video available on demand 	Asynchronous
30 minutes	Office Hours/Tutoring	Live, two-way teaching

Sample Daily Full Day Grades 6-12 Schedule (may vary by teacher and campus and will reflect the student’s 4-year plan)

Time	Student Activity	Modality
55 minutes	English	Live Teaching & Asynchronous
55 minutes	Math	Live Teaching & Asynchronous
55 minutes	Science	Live Teaching & Asynchronous
55 minutes	Social Studies	Live Teaching & Asynchronous
55 minutes	PE	Asynchronous
55 minutes	Elective	Live Teaching & Asynchronous
55 minutes	Elective	Live Teaching & Asynchronous
30 minutes	Office Hours/ Tutoring	Live, two-way teaching
30 minutes	Closing The Gap Intervention <ul style="list-style-type: none"> • Grades 6-8: occurs four days a week • Grades 9-12: embedded within the daily schedule weekly 	Live Teaching & Asynchronous

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Cypress-Fairbanks ISD (CFISD) has established a remote learning environment called CFISD Connect. Within the CFISD Connect environment students are connecting to their CFISD teacher(s) and with peers through technology.</p> <p>Students are expected to follow a daily schedule, as they do when physically on a campus, with times designated for both direct interaction with the teacher and asynchronous independent learning activities. The schedule is determined by the grade level and may vary based on teacher and campus. (For defined amounts of time designated to specific grade levels and content areas, see schedule examples above.)</p> <p>Students are expected to connect daily with their teacher(s) through the learning management system, Schoology, and through live instruction. CFISD Connect students at the elementary level (PK-5) participate in a full academic schedule with a mix of direct teaching and asynchronous learning opportunities. Students at the secondary level (6-12) participate in a full academic schedule, including elective and support classes.</p> <p>CFISD Connect students interact with their teacher(s) in a variety of ways, such as: live, two-way direct instruction; peer collaboration; and flexible regrouping. Independent learning opportunities are also included in all grade level schedules. Students who are unable to connect during a specific time of the day will be allowed to complete the daily work in the Schoology platform.</p> <p>Additional opportunities for small group instruction and office hours are provided daily:</p> <ul style="list-style-type: none"> • Small group instruction time is designated within the daily schedule

	<ul style="list-style-type: none"> Office hours attendance is optional and based on student choice <p>We anticipate being able to meet the needs of all students who select CFISD Connect (remote learning) and need technology to be able to participate. CFISD distributed approximately 10,000 Chromebooks and 4,000 Wi-Fi hot spots to students during Spring 2020 and Summer 2020 and will be distributing another 45,600 Chromebooks by the start of the school year. By the end of the fall semester, the district will be a 1:1 district with all PK-12th grade students being issued a district-provided Chromebook. For students who need Internet access, 20,000 Wi-Fi hot spots will be available for check-out prior to the start of the school year.</p>
<p>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>	<p>To facilitate instructional alignment, each student’s daily CFISD Connect schedule components mirror the components of the on-campus schedule, including opportunities for live, two-way instruction; small group instruction; and time for office hours and tutoring.</p> <p>The CFISD Connect schedule for Pre-kindergarten through 5th grade contains approximately 370 minutes of instructional time per day. These students will complete approximately 200 minutes of independent learning during this time.</p> <p>The CFISD Connect schedule for grades 6-12 contains approximately 7 hours of instructional time. Independent learning in Grades 6 through 12 will depend on the lesson components each day. As mentioned above, all secondary students will participate in the full array of course offerings just as if they were participating in full-time instruction on campus.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will interact with teachers and peers daily. Teachers will connect with students through live video instruction, video conferencing, written or oral feedback on assignments and progress and conference calls home with parents and students. Teachers will track interactions with each student daily through live instruction, work completed in Schoology or other digital platform and/or daily assignments submitted. Teachers will contact parents and students by phone or email who have not participated in the day’s activities to discuss academic expectations and assess academic progress.</p> <p>Scheduled interventions, live, two-way instruction, small group and office hours are included in the schedule and are clearly communicated by the teacher to students and meet or exceed the required duration of minutes.</p> <p>During direct instruction and small-group time, students will connect with peers in addition to their teacher providing social-emotional opportunities in addition to instructional time. Further personalized instruction and support will occur during interventions, tutoring and office hours. More details regarding the tracking of student academic progress to support intervention decisions is shared in the Key Requirement Student Progress section. Intervention time (Closing the Gap) is included within the daily schedule for all students. Students may choose to attend tutoring or participate in office hours.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Teachers will use student progress measures to assign students to small groups, Closing the Gap Interventions, and specific tutoring times. The content, time and duration of each session is differentiated according to student need. The purpose of these sessions is to provide support for students with specific needs or learning gaps and provide rigor and challenge for accelerated students.</p> <p>In addition to the opportunities to spend more time with teachers, students with disabilities, students of special populations or English Learners will also have access to additional accommodations in the instructional materials. For students with more significant needs, additional teacher touch points (longer and more frequent) and access to additional tools and</p>

accommodations within Schoology will be provided. Students have the opportunity for personalized support during designated office hours. For all students following an individualized plan (IEP, Section 504) the CFISD Connect delivery of instruction will be tailored to meet identified needs.

Resource services will be provided to special education students during core instructional time and/or during the Closing the Gap, resource and tutoring times. In-class support services will be provided during asynchronous or direct instruction time depending on the need of the student. Each campus will establish a schedule. Special education staff will conduct small group instruction and hold daily office hours.

Students receiving instruction in the LIFE Skills, Early Childhood Special Education (ECSE), or Adaptive Behavior classroom will be provided services both asynchronously and through live interaction with a teacher with the support of a paraprofessional to ensure that the needs of the student will be met. The special education staff will conduct additional one-on-one or small group instruction and hold daily office hours to be available to the parent and student.

General Education and Special Education Homebound services will be provided based on student's individual IEP or Section 504 plan. Homebound teachers will provide services both asynchronously and through live interaction to ensure the needs of the students will be met. Homebound teachers will hold daily office hours to be available to the parent and student.

Dyslexia services will be provided through live, two-way instruction and asynchronously during the student's class period, tutoring time, and/or during Closing the Gap. Each campus will establish a schedule for the service. Dyslexia teachers will conduct small group instruction and hold daily office hours.

Bilingual/ESL services will be provided through live, two-way instruction and asynchronously during the student's class period, tutoring time and during Closing the Gap. English Learners participating in bilingual and ESL programs will be supported by differentiated instruction and second language strategies based on the students' proficiency level as required by the English Language Proficiency Standards (ELPS). Linguistic accommodations in the areas of listening, speaking, reading, and writing will be provided in order to meet both language and academic needs. English Learner teachers will conduct whole group and small group instruction and hold daily office hours.

Special Education, Dyslexia, and Bilingual/ESL teachers will:

- Participate in planning with general education instructional staff weekly for the content area they are responsible for instructing.
- Design lessons to meet student's individual needs.
- Maintain and monitor documentation at the campus level. (e.g. student's IEP, linguistic accommodations, student specific accommodations and/or modifications)

Special Education and Bilingual/ESL paraprofessionals will:

- Collaborate and communicate with teachers about student progress and needs.
- Support teachers and students in CFISD Connect learning.
- Follow program procedures and protocols as set forth from Curriculum & Instruction.

	<p>The teachers of gifted and talented students will provide instruction and develop lessons utilizing a challenging curriculum to facilitate learning opportunities with the depth, complexity, and higher-level questioning that best meet the needs of the gifted learner. The district will continue to provide virtual opportunities for gifted and talented students to create and display advanced products and work collaboratively with their peers (such as the Gifted and Talented Showcase and the DaVinci Day program).</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?
Math Instructional Materials	PK-12	CFISD Curriculum	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	PK-5	Nita's Notebook, Nita's Playbook Houghton Mifflin Harcourt (HMH) TX Go Math!	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.

	6-8	Houghton Mifflin Harcourt (HMH) TX Go Math!	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	9-12	Houghton Mifflin Harcourt (HMH), Pearson, McGraw-Hill, AQR Pres, Cosenza & Associates	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
ELA Instructional Materials	PK-12	CFISD Curriculum	Schoology Activities Digital Campus & District Based Assessments		Differentiation and scaffolding supports are embedded within the CFISD curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	PK-5	CLI Engage Scholastic Big Day Literacy Pro Storyworks Houghton Mifflin Harcourt (HMH) Into Reading Into Literature Arriba La Lectura Fountas & Pinnell	<ul style="list-style-type: none"> • CLI: Checklists & Family Observation • Digital Campus & District Assessments • iStation ISEP • Read 180 Reading Inventory • Achieve3000 LevelSet 	YES	<p>Storyworks (online)-accommodations and modifications are provided for teacher lesson delivery</p> <p>Differentiation and scaffolding supports are embedded within the CFISD curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p> <p>Locally developed assessments in the form of multiple-choice question format added to the comprehension</p>	<p>Literacy Pro-Spanish Storyworks-ELPS accommodations and supports</p> <p>HMH-resources in Spanish, ELPS, Spanish summaries, multilingual glossaries</p>

	<p>Early Literacy Skills Building (ELSB) Early Reading Skills Builder (ERSB)</p> <p>HMH Read 180 (Grades 4-5)</p> <p>Achieve 3000 (Grades 3-5 struggling readers)</p>	<ul style="list-style-type: none"> • Reading Levels • HMH Reading Growth Measure (3-5) • Writing Plan 		<p>section of Fountas & Pinnell materials.</p> <p>Programs used in Special Education programming for ECSE and LIFE Skills</p>	<p>Read 180-supports English Learners who are building reading comprehension, vocabulary and writing skills</p>
6-8	<p>Houghton Mifflin Harcourt (HMH)</p> <p>HMH Read 180 (supports struggling general education students)</p> <p>Achieve 3000 (struggling readers)</p>	<ul style="list-style-type: none"> • Digital Campus & District Assessments • iStation ISEP • Read 180 Reading Inventory • Achieve3000 LevelSet 	YES	<p>Differentiation and scaffolding supports are embedded within the CFISD curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p> <p>Read 180-supports special education who are building reading comprehension, vocabulary and writing skills</p> <p>Achieve 3000-supports special education students by automatically adjusting differentiated texts to ensure students are always reading at their “just right” levels</p>	<p>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.</p> <p>Read 180-supports English Learners who are building reading comprehension, vocabulary and writing skills</p>

	9-12	<p>McGraw-Hill: Study Sync</p> <p>HMH Read 180 (supports struggling general education students)</p> <p>Achieve 3000 (struggling readers)</p>	<ul style="list-style-type: none"> Digital Campus & District Assessments Read 180 Reading Inventory 	YES	<p>Differentiation and scaffolding supports are embedded within the CFISD curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p> <p>Read 180-supports special education who are building reading comprehension, vocabulary and writing skills</p> <p>Achieve 3000-supports special education students by automatically adjusting differentiated texts to ensure students are always reading at their “just right” levels</p>	<p>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.</p> <p>Read 180-supports English Learners who are building reading comprehension, vocabulary and writing skills</p>
Science Instructional Materials	PK-12	CFISD Curriculum	<p>Schoology Activities</p> <p>Digital Campus & District Based Assessments</p>	YES	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p>	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	PK-5	<p>Scholastic Big Day</p> <p>HMH TX ScienceFusion My Nat Geo Science A-Z</p>	<p>Schoology Activities</p> <p>Digital Campus & District Based Assessments</p>	YES	<p>Science A-Z-Supports a student’s access to a variety of grade level science concepts at the individual student’s reading level</p> <p>Differentiation and scaffolding supports are embedded within the curriculum and teacher resources.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p>	<p>HMH-English and Spanish translated resources such as digital lessons, unit tests, vocabulary cards, practice sheets and leveled readers</p> <p>My Nat Geo-EL support and vocabulary support</p> <p>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.</p>

	6-8	HMH TX ScienceFusion	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	9-12	Pearson McGraw-Hill Pivot Interactives- students use interactive videos for lab instruction	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	ELPS correlation and support suggestions EText available in Spanish Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
Social Studies Instructional Materials	PK-12	CFISD Curriculum	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.
	PK-5	Scholastic Big Day Ready Rosie (Online Program for family engagement and SEL)	Schoology Activities Digital Campus & District Based Assessments	YES	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.	Videos and resources available in Spanish Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.

ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY

	6-12	<p>McGraw-Hill: Networks: A Social Studies Learning System</p> <p>Roadmap to Learning), programs (e.g., ReadWorks, Junior Scholastic), and locally developed instructional materials, checkpoints, and assessments that can be utilized and modified digitally.</p>	<p>Schoology Activities</p> <p>Digital Campus & District Based Assessments</p>	YES	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p>	<p>Materials are differentiated, provide leveled reading support and contain numerous nonlinguistic representations.</p> <p>Linguistic accommodations for instruction and designated supports for assessment will be determined by the LPAC committee.</p>
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>CFISD provides teachers with a TEKS aligned curriculum. The district scope and sequence documents have been adjusted to address learning gaps that may have occurred over the spring semester and the delayed school start date. All content areas took into consideration students that may have had limited or no interaction with the content in spring 2020 and have integrated reteach and review opportunities purposefully throughout the curriculum.</p> <p>In addition to CFISD Curriculum, all core subjects have state adopted resources. In grades PK-8 all resources are available digitally. For grades 9-12 course content will be provided through Schoology and/or digital textbooks based on the course.</p> <p>Applying research-based best practices for optimizing students' asynchronous experience, instructional materials are in the process of being redesigned to capitalize on the interactive features available through Schoology, thus providing a more robust learning experience for CFISD Connect students. Curriculum specialists and campus instructional teams received six hours of hands-on professional development on creating interactive materials and lessons in Schoology. The adapted materials will mirror the in-person scope and sequence, thus providing a coherent, logical sequence of learning. This alignment will ensure continuity for students who may transition between in-person attendance and CFISD Connect.</p> <p>Live, two-way instruction will be videoed and made available through Schoology in addition to prerecorded instruction to ensure students know what materials they should be accessing and how to complete the assignments. CFISD Connect students will have access to a variety of instructional support features embedded into the learning management platform</p>

	<p>(Audio/video submission of responses, text-to-speech). The reinforcement of concepts will be spiraled in the scope & sequence and through Closing the Gap Interventions, small group Instruction, office hours, and tutoring.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e. special education, 504, English Learners, etc.) will be provided appropriately within CFISD Connect learning environment as determined by each student's individual educational plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p>Within Schoology the content and assignments are not "one-size-fits-all." Teachers will assign differentiated content and assignments to specific groups of students within their classes to meet the individual needs of each learner. In addition to READ 180 and Achieve 3000 listed above, System 44 is an HMH research-based, foundational program that is used to support English Learners and special education students in the area of foundational reading.</p> <p>English learners participating in bilingual and ESL programs will be supported by differentiated instruction and second language acquisition strategies based on the students' proficiency level. Linguistic accommodations in the areas of listening, speaking, reading, and writing will be provided in order to meet both language and academic needs. The goal is to make content comprehensible through a variety of supports and modalities to accelerate English language acquisition. Our Bilingual and ESL Department and Special Education Department have developed the following guidance documents to support teachers in accommodating for our English and Special Education Learners:</p> <p><u>Supports for Bilingual, ESL and New Arrival Center (NAC) Students</u></p> <p><u>Grades 6-12 English Learner Supports</u></p> <p><u>Tips for Parents of EL Students</u></p> <p>Special education students will have multiple opportunities to connect with general and special education teachers. Paraprofessionals may meet with students based on the ARD determined support and under the teacher's direction. IEP and Section 504 accommodations/modifications will be followed and implemented based on the student's needs. Teachers will maintain documentation of students IEP and implementation of accommodations. Documentation will be monitored at the campus level. The following links illustrate some of the resources that will be available for special education parents and students:</p> <p><u>Accommodation Supports</u></p> <p><u>Visual Impairment Supports</u></p> <p><u>Deaf Education Supports</u></p>

	<p>Students will have access to individualized accommodations and/or modifications through various programs (e.g., Boys Town, Stop and Think) and strategies to meet a variety of social and emotional needs. Teachers will work with students and families to support specific needs - positive reinforcement and positive reinforcement systems, learning structures and schedules in the home. For students requiring Behavior Intervention Plans, all teachers will work to implement strategies to support adjustments for the home environment.</p> <p>Psychological Services professionals, speech pathologists, and other related service personnel will provide indirect/direct service delivery in accordance with the student's Individual Education Plan (IEP). Counseling will be provided remotely through internet video (Zoom) and/or telephone, based on the recommendation of the psychological services provider and preference of the guardian. Service provider activities will include, but are not limited to, hands-on non-digital activities, digital learning activities, and/or video instruction (live or recorded). Indirect services from all instructional and related service providers will include family, teacher, and administrator consultation. Service Providers will connect regularly with the student, family, and case manager to monitor progress and make recommendations as needed in order to address related services and instructional IEP goals.</p>
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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.

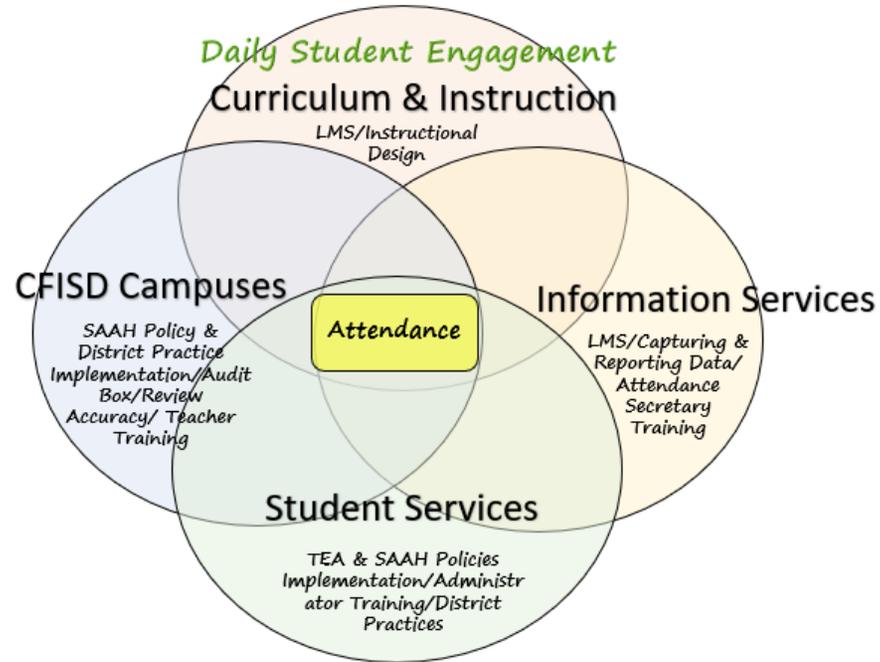
Component	Explanation
What is the expectation for daily student engagement?	<p>Students are required to engage daily with the instructional content and their teacher. Students who do not demonstrate engagement on a given day are marked absent. Daily engagement expectations are noted in the posted schedules and defined by grade level and subject/course. Teachers are expected to meet virtually with all students daily. Students will demonstrate daily student engagement through one of the following:</p> <ul style="list-style-type: none"> • Demonstrating progress in Schoology that day • Demonstrating curricular progress evidenced from teacher/student interactions made that day (email, phone, video) • Completion and submission of assignments planned for the day <p>See information below on how expectations for CFISD Connect will be communicated to families.</p>
What is the system for tracking daily student engagement?	<p>Tracking daily student engagement will follow guidance from TEA regarding ADA funding and, at a minimum, students must engage in one of the three markers.</p> <ul style="list-style-type: none"> • Demonstrate daily progress in the learning management system, Schoology • Demonstrate progress through student-teacher interaction • Complete/turn in assignment(s)

Cypress-Fairbanks ISD holds students to high standards beyond simply “logging in.” Students are expected to interact with their teacher(s) daily through virtual live instruction, participation in small group lessons, and/or office hours.

Attendance Process:

- By default, students are marked “present-remote asynchronous.”
- Daily attendance will be taken for ADA based upon the tracking of daily student engagement measures. For grades, attendance will also be taken every class period to document the 90% attendance requirement for course credit.
- Students who do not interact with the teacher in a live, two-way instructional session and do not have documentation of completing the minimum targeted activities will be marked absent.
- During the school day, students who have not connected with their teacher at designated times will receive a reminder call through the SchoolMessenger system.
- In addition to the automated calls, teachers will use phone calls and email to contact students who have been marked absent the same day of the absence and assess their academic progress and understanding of the day’s lesson. This will occur during progress monitoring time (elementary) and office hours (elementary and secondary).
- Students will have the opportunity to engage in work outside of the school day. Each morning students who were coded absent for the previous day but who engaged in one of the three markers prior to 11:59pm will be re-coded “present-remote asynchronous.” This will be determined by time-stamped reporting capabilities in the online platforms and/or through submission of assignments to their teacher(s).

Tracking daily student engagement will be a collaborative effort between multiple departments. The Curriculum & Instruction department will support teachers in using the learning management system interactive features as one of many tools to assess student engagement and progress in addition to the utilization of office hours and tutoring times. The Information Services and Student Services departments will provide training support to campuses as they develop new procedures to confirm students meet one of the daily student engagement requirements.



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

CFISD Connect students will follow a schedule that closely mirrors in-person instructional content. All students (in-person and remote) will follow the same scope and sequences, receive the same common curriculum, participate in the same district assessments, receive grades according to the same grading plans and meet the same attendance requirements. All digital content that is used in the classroom will be available to students learning remotely. Remote live teaching and videoed lessons will provide the same content to in-person and remote students. Through the Schoology platform, teachers will provide the same resources, materials, lessons and assessments to both in-person and remote students.

Expectations for daily student engagement are consistent with progress that would occur in an on-campus environment since the methods utilized for tracking engagement will also mirror those utilized during in-person instruction. Students are expected to participate in live interactions with their teachers and complete the same assignments as students meeting in-person. Teachers will utilize formal and informal assessments to check for understanding, progress monitoring notebooks, student data, and completed assignments to assess student mastery of the TEKS.

Teachers will develop and maintain Offline Toolkits for students to access if they are unable to log in due to technology issues. This toolkit will be aligned with the current unit goals and TEKS to ensure learning continues even when technology issues occur.

<p>What is the system for tracking student academic progress?</p>	<p>CFISD Connect students will participate in the same assessments and progress tracking measures as students who are meeting face-to-face.</p> <p>PK-5th grade students participate in several assessments to track their academic progress throughout the year.</p> <ul style="list-style-type: none"> • Beginning of the Year, Middle of the Year, End of the Year Assessments (locally developed instruments) • iStation ISIP Assessments • Independent Reading Level • Writing Samples scored with a district developed rubric • Language Arts and Math Assessments three times per year with checkpoints every 3-4 weeks • CFISD Benchmarks <p>Secondary students</p> <ul style="list-style-type: none"> • Language Arts, Math, Science, and Social Studies Assessments three times per year • Reading checkpoints every 3-4 weeks • Benchmarks • At-risk progress monitoring of various data points <p>All students in CFISD receive official grade reports.</p> <ul style="list-style-type: none"> • All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives • Parents have ongoing access to their child’s daily grades in real time through the online Home Access Center • Students will receive progress reports at the third and sixth week of each grading period. • Students will receive report cards to communicate the student’s level of mastery of the designated TEKS-based instructional objectives. <p>Campuses use district, campus and classroom formal and informal data to predict and address growth opportunities for all students. Campus leaders create watch lists which track student progress and alert campus support staff and teachers when students need targeted interventions or flexible reteach opportunities (Closing the Gap Interventions, Tutoring, Office Hours). Campus staff monitor student participation and progress consistently whether the student on campus or learning remotely through CFISD Connect.</p> <p>Parents of students receiving special education services will receive progress updates on goals and objectives each grading period.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers will provide daily feedback to all students. CFISD Connect students will receive daily feedback through live interaction with their teacher, small group instruction, oral or written feedback on assignments, participation in office hours and/or completed Schoology activities. Students will learn to monitor their own progress in Schoology and they will receive direct messages with feedback from their teacher.</p> <p>Parents have online access to each Schoology course and can monitor progress of their child’s participation. As mentioned above, parents also have daily access to their child’s grades in real time through the Home Access Center.</p>

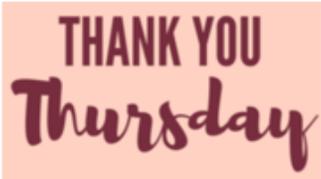
Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Professional Development Calendar to Support Schoology & Asynchronous Teaching

	Session Title-Description	Participants	Follow Up/Support
May	<p>Schoology Developing Curriculum Collaboratively (6 hours)</p> <ul style="list-style-type: none"> • Overview • Creating, organizing and managing digital curriculum in the LMS • Interactive tools • Advanced features • Accommodation tools • Training of Trainers Model 	<ul style="list-style-type: none"> • Associate Superintendents • Assistant Superintendents • Curriculum Coordinators • Curriculum Coaches 	<ul style="list-style-type: none"> • Curriculum staff participated in follow-up office hours with Schoology support staff • Supported summer school teachers who taught in an asynchronous model. • Curriculum staff continue to refine skills as they revise curriculum with interactive activities
May	<p>Schoology Master Instructor Training (6 hours)</p> <ul style="list-style-type: none"> • Organizing digital curriculum • Creating and facilitating online courses • Interactive tools • Advanced features • Accommodation tools • Training of Trainers Model 	<ul style="list-style-type: none"> • Principals • Directors of Instruction • Campus Master Instructor Teacher Team 	<ul style="list-style-type: none"> • Campus Master Instructor teams will continue to provide on-going training to their campuses. • Campus Leadership and Instructional Specialists (DI, IS, CCIS, CIC, AAS) from the Master Instructor Teams will meet regularly with district support staff
May	<p>Schoology Getting Started with Schoology (2-3 hours)</p> <ul style="list-style-type: none"> • Navigating the LMS • Organizing digital curriculum • Creating a course • Interactive & Accommodation tools 	<ul style="list-style-type: none"> • Teachers • Educators new to CFISD 	<ul style="list-style-type: none"> • August Professional Development: Schoology 101, Schoology 202 • On-demand and live follow up sessions • Virtual tech office hours for ongoing support • Content coordinators will train teachers on how and where to find revised curriculum during August professional development
June-August	<p>Content in an Asynchronous Model 73 1-hour sessions on topics such as:</p> <ul style="list-style-type: none"> • Making Classrooms More Digital • Blended Learning the New Normal • Build Responsive Learning using Google Forms • Capture and Share Your Lessons with PowerPoint Recorder • Virtual Learning Deployment Plan • Supporting & Engaging Students • Strategies for teaching remotely • Planning for Effective Remote Learning • Interactive Word Walls 101-Teaching Remotely • Accommodating Learning with Tech Tools 	<ul style="list-style-type: none"> • Teachers • Educators new to CFISD 	<ul style="list-style-type: none"> • Monthly Edtech Live sessions to build on previous knowledge and extend learning. • Make It Meaningful: Differentiating with Technology
July	<p>Digital Learning Conference</p> <ul style="list-style-type: none"> • 16 Sessions focused on content in an Asynchronous Model 	<ul style="list-style-type: none"> • Teachers • Educators new to CFISD 	<ul style="list-style-type: none"> • Monthly Edtech Live sessions to build on previous knowledge and extend learning.

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	<ul style="list-style-type: none"> • 9 Sessions focused on using Schoology to teach Asynchronously 	<ul style="list-style-type: none"> • Over 6,000 participants attended virtually 	<ul style="list-style-type: none"> • Make It Meaningful: Differentiating with Technology • October Digital Learning Conference • February Digital Learning Conference
August	<p>30 hours of professional development topics August 17-21: (see calendar that follows)</p> <ul style="list-style-type: none"> • <i>Examining/planning from the compressed scope & sequence</i> • <i>Delivering compressed content virtually</i> • <i>Creating your courses in Schoology</i> • <i>Utilizing and creating interactive materials</i> • <i>The Internet is Down! Creating an Emergency Toolkit</i> • <i>Trauma Informed Teaching</i> 	<ul style="list-style-type: none"> • Teachers & Paraprofessional Staff • Special Education and Bilingual/ESL teachers will participate in professional learning communities with teachers of the same grade band/subjects as well as other special education or Bilingual/ESL teachers. 	<p>August 24-28</p> <ul style="list-style-type: none"> • Preparing in-person and virtual classrooms • Campus content planning and virtual content delivery

					
	AUG 17	AUG 18	AUG 19	AUG 20	AUG 21
8 AM	Course Content Materials Adjusted Schoology	 101	 202	Social Emotional Learning	Offline Learning Tool Kit 
9 AM	Course Content Materials Adjusted Schoology	Schoology/Virtual Instruction Breakout Sessions (Instructional Tech Team)	Schoology/Virtual Instruction Breakout Sessions (Instructional Tech Team)	Trauma Informed Teaching Sessions	Instructional Coach Office Hours/ Dual Credit PD/ Instructional Zoom Sessions
10 AM	Course Content Materials Adjusted Schoology				
11 AM					
12 PM	Course Content Materials Adjusted Schoology	Working in Schoology/ Team Planning/ Content 	Working in Schoology/ Team Planning/ Content 		Working in Schoology/ Team Planning/ Content 
1 PM	Course Content Materials Adjusted Schoology				
2 PM	Instructional Coach Office Hours/ Team Planning			Educational Support Services Team	

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<p>Fall 2020</p>	<p>Fall Digital Learning Conference-October</p> <p>Future Sessions:</p> <ul style="list-style-type: none"> • <i>Virtual Writing Symposium-Teaching Writing in a Virtual Environment</i> • <i>Early Childhood Symposium</i> • <i>Using Manipulatives & Real-world Items to Teach Math in a Virtual Environment</i> • <i>Creating Hands-on Experiences to Teach Science Concepts in a Virtual Environment</i> 	<ul style="list-style-type: none"> • Teachers & Paraprofessional Staff 	<p>Campus Instructional Specialists (IS, CCIS, CIC) meet weekly with teacher teams to support:</p> <ul style="list-style-type: none"> • Planning rigorous lessons for the virtual environment • Effective instruction using the compressed scope & sequence • Progress monitoring
<p>Ongoing</p>	<p>Weekly- Campus Instructional Specialists (IS, CCIS, CIC) meet weekly with teacher teams to support:</p> <ul style="list-style-type: none"> • Planning rigorous lessons for the virtual environment • Effective instruction using the compressed scope & sequence • Progress monitoring <p>Multiple meetings each semester to support campus instructional leaders-</p> <ul style="list-style-type: none"> • Curriculum Roundtable: District Leadership, Campus Principals, Directors of Instruction, Curriculum Coordinators • Curriculum Council: District Leadership, Directors of Instruction • Assistant Principal Meetings with District Leadership • Academic Achievement Specialists Meetings with District Leadership • Share Sessions: District Leadership and teachers conduct curriculum deep dives and review assessment data for the purpose of making curricular adjustments <p>Future Teacher Sessions:</p> <ul style="list-style-type: none"> • Acceleration and Motivation • Creativity & Instructional Strategies • Curriculum Differentiation • Formative Assessment • Inquiry and Project-Based Learning 		
<p>Spring 2021</p>	<p>Spring Digital Learning Conference Feb 15-Professional Learning Day</p>		

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>District support staff, campus support staff, and teachers received initial Schoology training in May 2020. Over the course of the summer 98 1-hour sessions focused on Schoology and the delivery of content in an asynchronous model were provided through on-demand modules. In August 2020 all instructional staff will receive 30 hours of required staff development focused on preparing to teach asynchronously using Schoology. CFISD employs ten (10) full-time instructional technology coaches to serve throughout the district, each specializing in content specific applications while prioritizing general support.</p> <p>Each campus designated Schoology Master Teachers. These teachers received 6 hours of Master Instructor Training and will continue to receive Schoology staff development throughout the year to facilitate ongoing Schoology learning sessions for their campus peers.</p> <p>Summer School 2020 was taught in a format similar to CFISD Connect. Teachers involved in summer school will serve as mentors and support for their colleagues.</p> <p>Campus staff have access to a library of Schoology support videos. This library of resources is continually expanding to offer a wide variety of help videos on specific Schoology and online learning related topics.</p> <p>The ongoing professional development program to support teachers with internalizing how to deliver curriculum asynchronously will be coordinated by the Instructional Technology Training Coordinator. CFISD also employs a Curriculum Management Systems Coordinator who coordinates and delivers targeted professional development for Schoology.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>In addition to the summer opportunities, teachers will receive required professional development to support their continued learning in delivering curriculum and instruction virtually. The week of August 17 teachers will receive 30 hours of professional development focused on:</p> <ul style="list-style-type: none"> • Delivering content virtually • Navigating the Schoology Platform • Customizing Schoology courses with differentiation to meet individual student needs • Social Emotion Learning • Trauma Informed Teaching • Live interaction with curriculum coaches and instructional specialists <p>Ongoing, job embedded professional development opportunities will occur weekly. Weekly planning sessions and routine data digs will provide teachers with the tools to examine the academic progress of CFISD Connect students. Teachers will receive ongoing support from campus instructional specialists and technology coaches on responding to the data in order to remediate and/or accelerate student achievement. Students will be flexibly regrouped during the Closing the Gap intervention sessions. Teachers who are delivering CFISD Connect remote instruction will be teaching from the school building. This will provide the opportunity for district and campus instructional coaches to work with the teachers and provide on-the-spot coaching.</p>

	<p>Teachers will receive on-going Schoology support through the Campus Schoology Master Instructor Team. This team will provide support and coaching at the campus level to individual teachers and teams.</p> <p>Optional follow-up sessions from the 2020 Digital Learning Conference, continuing to support ongoing skills development for asynchronous teaching, will be held in October 2020 and February 2021 along with monthly EdTech sessions. Curriculum share sessions are conducted monthly or semi-monthly to discuss upcoming units of materials and effective teaching strategies.</p>
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Parents will receive routine communications through the CFISD website, the SchoolMessenger app, district informational videos, and campus communications.</p> <p>The CFISD website will contain general postings and several web pages designed to support CFISD Connect. The CFISD Connect page is designed to be a hub for information supporting virtual learning. This page contains:</p> <ul style="list-style-type: none"> • Answers to Frequently Asked Questions • Resources to support distance learning • Social, emotional and behavioral resources • English Language Learner supports • Supports for deaf education, visual impairment, and accommodations • Videos: Videos will introduce parents to the structure and expectations of CFISD Connect, the Schoology platform, and best ways support their child’s learning. Parents will hear about the CFISD Connect model, the Schoology platform and remote learning from CFISD teachers and students who have already experienced working and learning in a remote learning environment. • Links to the CFISD Schoology and CFISD LTE 1:1 pages <p>The CFISD Schoology page contains:</p> <ul style="list-style-type: none"> • Parent links to engage with the platform • How-to videos demonstrating basic tasks in Schoology • A parent toolkit <p>The CFISD LTE 1:1 page contains:</p> <ul style="list-style-type: none"> • 1-to-1 program • Device troubleshooting tips • Access to the CFISD Customer Care Center

	<p>The district's communication platform, SchoolMessenger, will be utilized to publicize the information available on the website and the district webinars. Campuses will also provide communications directly to parents regarding specific campus schedules and additional supports available</p> <p>The CFISD Connect plan is posted on the district website along with FAQ responses. District staff and campus administration will continue to monitor the CFISD Connect platform in order to address and adjust patterns and communicate solutions or suggestions with families.</p> <p>The resources and references described above will be available in both English and Spanish. A printed toolkit containing all the resources listed above will be provided to parents through their child's campus upon request or if campus administrators become aware of the need for additional support.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families are encouraged to support their students by engaging in the following events and practices:</p> <ul style="list-style-type: none"> • Daily instructional support to the student • Open communication and checking on student progress regularly in each class • Supporting the use of technology tools to help access instruction • Supporting students to complete their work in regular school hours • Providing a suitable workspace at home • If the student elects to take courses that require time in a face-to-face environment, the parent/guardian will provide transportation.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Campuses will conduct parent meetings virtually to provide personalized support and facilitate on-going communication. CFISD will continue to provide how-to videos in response to patterns of concerns and frequently asked questions.</p> <p>Special education case managers and coordinators can be contacted for further support for students receiving specialized services. Parents will continue to participate in annual ARD and/or 504 meetings for their children.</p> <p>Parents and students will receive technology support through the CFISD LTE 1:1 web page, help videos and live assistance through the CFISD Customer Care Center.</p> <p>The foundation of the supports and interactions with parents and students is the teacher. Teachers will be in regular contact with parents and students in order to ensure students are making academic progress. Teachers will help match parents with resources and school personnel to meet their needs.</p>