Mabank ISD
Asynchronous Learning Plan
2020-2021

Mabank ISD General Overview:

The goal of Mabank ISD is to provide academic opportunities through an asynchronous learning environment using an online Learning Management Platform (Google Classroom). Mabank ISD acknowledges the challenges this creates for students and parents and is committed to providing equitable services and access to high quality instruction. The district seeks to ensure educational decisions support all student populations with an emphasis on student progress, student comprehension of the Texas Essential Knowledge and Skills (TEKS), and the continuation of learning.

Despite the challenges presented by COVID-19, MISD will continue to provide an excellent education to our students. As the public health crisis continues, we are opening the 2020-21 school year with a focus on the health, safety, and well-being of our staff, students, and community.

Mabank ISD Asynchronous Learning Guiding Principles:

1. MISD will partner with parents to support students' academic and emotional wellness.
2. MISD will provide all students and families with quality educational materials aligned to the TEKS and supports necessary to access those materials.
3. MISD will empower educators to design learning experiences to meet the individual learning needs of each student.
4. MISD will provide support and encouragement to all staff and students to ensure success.
5. MISD will maintain rigorous academic standards for both remote instruction and learning as well as on campus instruction and learning.

Mabank ISD Asynchronous Learning Definition:

Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. Asynchronous instruction does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students digitally.

Methods of Implementation for Consideration:

MISD utilized data from two parent surveys: Instructional Planning Survey and Reopening Feedback Survey to gather parent/guardian input for the 2020-21 school year. The decision regarding schedules and instructional models were guided by family input and perspective that was collected through the surveys. One of MISD goals is that staff maintain fidelity in remote instruction in order to ensure the success of our students. The goal for each student is to maintain growth during the year. The same curriculum will be utilized for in-class and virtual/remote learning, and both learning models will utilize Google Classroom as the Learning Management System.

Instructional Schedule Overview:

Daily Interactions with Academic Content

Students and Teachers will have time to interact in a virtual/remote setting and student participation and progress in learning activities will be required. Students in virtual/remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. Because of the rigorous standards of daily engagement and progress, students who do not have internet at home will be provided an access point at each campus in order to download daily instruction and assignments. The schedule will reflect time for independent, asynchronous learning activities taught by MISD teachers. Students will be able to receive assignments and direct instruction through the use of Google Classroom. All courses necessary to fulfill Standards of Learning and graduation requirements are guaranteed for students.

Students Groups and Grade Level Engagement (See Schedules Below)

- Full Day Pre-K/Head Start no less than 180 instructional minutes
- K through 5th Grade no less than 180 instructional minutes
- 6th through 12th Grade no less than 240 instructional minutes
  - Engagement minutes are measured by the equivalent time the activities, lessons, or discussions would take place in an in-classroom (face-to-face) instructional setting and may be documented by teachers stating estimated time to complete activities in plans and/or directions for students. These guidelines recognize that in-classroom face-to-face instructional time is built into the day to accommodate breaks, lunch, recess, etc. The instructional schedules represent the minimum number of minutes in an asynchronous setting. Instruction and activities will be completed primarily asynchronously; students may receive synchronous support through interventions, small group instruction, and office hours.
  - Intervention and Enrichment time will be scheduled for students to best meet their academic needs. During this time, students may engage in assigned group activities, projects, and small group instruction. Teachers will communicate with students their plan for the designated time.
  - Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via virtual/remote (asynchronous) learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.
  - Teachers will structure the instructional day to follow the MISD Elementary/Secondary Daily Instructional Minute Schedule. Within each instructional block, teachers will plan for students to participate in virtual/remote (asynchronous) learning with occasional live-streamed (synchronous) opportunities embedded in the learning model.

Sample 5E Lesson Plan Model: https://docs.google.com/document/d/1Gige6QxHububol-YKZHhTJjJZO68PH7KPOEMSXaULNk/edit

Students and Teachers will:

- Students will follow the same schedule as in-person learning to ensure requirements for daily engagement.
- Students will utilize Google Classroom as the method of instructional delivery.
- Students will access direct instruction and assignments through Google Classroom. In order to ensure student success and academic progress,

students are expected to complete assignments on a daily basis.

- Students will be responsible for completing daily assignments, projects, and assessments, and all activities and assessments will be graded on the same scale as in-classroom (face-to-face) learners.
- Teachers will utilize instructional videos which will be uploaded in Google Classroom and be available on a regular basis. Within each instructional block, teachers will plan for students to participate in virtual/remote (asynchronous) learning with live-streamed (synchronous) opportunities embedded in the learning model. Teachers may utilize small group time as necessary based on student needs.
- Teachers will be responsible for grading, monitoring progress, making accommodations, etc. Coursework expectations and grading for in classroom (face-to-face) and virtual/remote (asynchronous) learning will be the same.
- Teachers will create positive reinforcement systems using their respective LMS. The teacher will also work with the parent on creating structures in the home that reduce distractions and give students opportunities for breaks.

Families should be prepared to support their student's active participation in all online learning activities, and teachers will be available through remote conference times and some live streaming to support continuous learning in each instructional course. Students will follow an established learning schedule and teachers will require attendance in some synchronous instruction.

Differentiated Instructional Support

Both special education and Section 504 operate within the broader context of the general education curriculum and instruction. MISD is committed to serving these students and meeting their unique needs. Both face-to-face and virtual/remote instruction for each student will continue to be based on their Individualized Education Plan (IEP) or Section 504 Plan to ensure a Free and Appropriate Public Education (FAPE) for all students. The teacher will work with special education, ESL, and intervention staff to ensure all MISD requirements are met. Services such as Dyslexia, ESL and RtI will occur at designated times and scheduled as a blend of asynchronous and synchronous instruction. Activities such as mCLASS and Imagine Learning will occur asynchronously, while small group or one/one instruction will take place synchronously. The schedule will be published to both the student and parent. The LPAC/ARD/504 committees determine which services are required to meet each student's individual needs.

> **English Language Learners (ELL)**
> ELL Support will be provided by the ESL Certified Teacher at the three elementary schools or an ESL Certified ELA Teacher at Mabank Intermediate, Junior High, and High School. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. The accommodations and supports will be embedded in the instructional materials and by the teacher's use of ELPS strategies. The C&I Department has provided multiple opportunities for teachers to prepare for differentiated instruction for students. In the MISD's Professional Learning Plan (https://sites.google.com/mabankisd.net/mabankisd-c-and-i/professional-development), teachers had the opportunity to attend Region 10 sessions in the spring and summer on best practices for face-to-face and virtual instruction for ELs. Region 10 is also offering Fall sessions. MISD is offering a Saturday course or two different asynchronous options for teachers that have not received their ESL Certification (https://drive.google.com/file/d/163AEzymQvjw5vrdPZH4ICxeo-T-5fUSM/view?usp=sharing).

Special Education

For students with an IEP, progress will be carefully monitored and ARD/IEP Committees will convene and make appropriate recommendations to meet individual student needs to ensure continued growth in the general education curriculum and on IEP goals and objectives.

- A (face-to-face/virtual) meeting will be held for students who choose to enroll in remote learning and who receive instructional and related services as determined through an ARD/IEP. Special education and related services will be provided either virtually or face-to-face based on the needs of the special education student in the remote learning environment.
- ARD meetings can be conducted virtually or face-to-face to meet each family's needs or preferences.
- All state/federal required timelines for ARD meetings and evaluations will continue to proceed regardless of instructional delivery model.
- Special education teachers will follow the same guidelines as general education teachers, with the continuing case management duties, in virtual and face-to-face instructional models. Special education case managers, teachers and paraprofessional will be used to adapt instructional materials.
- The district will serve SE Homebound students that require services from their home/hospital bedside through virtual/remote learning, while providing special education services and instruction per the student's IEP.

Social Emotional Learning

To support students in Social and Emotional Learning, the District Counseling Department offers Professional Development throughout the year on the following topics:

- Trauma Informed Care
- Making Connections to Mindful Structures & Relationships
- COVID-19 Considerations
- Mental Health and Wellness

In addition, parents and students are able to contact a campus or district counselor for academic or behavior support. Information regarding how to contact a counselor is located on the district's website, along with additional parent resources: https://www.mabankisd.net/page/counseling

MISD Head Start/Pre-Kindergarten Schedule

Head Start/Pre-Kindergarten	Activity
7:30-8:00	Meet and Greet/Wash Hands
8:00-8:30	Breakfast in the Cafeteria (Family Style)
8:30-9:05	Calendar Time/Restorative Practices
9:05-9:25	Small Group ELAR
9:30-9:45	Thematic Story Time
9:45-10:30	Centers
10:30-11:00	Art/Writing/Sensory Play
11:00-11:20	Music and Movement
11:20-11:40	Recess
11:45-12:15	Lunch/Wash Hands
12:15-12:45	Fine Motor Skills
12:45-1:45	Rest Time
1:45-2:45	Math Centers
2:45-3:45	Wash Hands/Snacks/Story

* Times for Teacher/Student interactions will vary according to Teacher's scheduled conference time

Notes:

- The Learning Management System (LMS) for grades Pre-Kindergarten-12 is Google Classroom utilized for all students (Face-to-Face and Virtual/Remote) The instructional materials provided through Google Classroom addresses students with disabilities and English Learners through individualized instruction.
- Attendance will be taken daily through a single sign-on (ClasssLink) and engagement through Google Classroom and other on-line programs such as Frog Street Press will be utilized for Head Start and Pre-K Students. Virtual/Remote Students in Head Start and Pre-Kindergarten will have access to ABC Mouse, and teachers will post asynchronously pre-recorded Frog Street flip charts, big books, and story time in Google Classroom. Social and Emotional Learning (SEL) is embedded to daily asynchronous lessons.
- Circle Assessment will be administered to all students (Face-to-Face and Virtual/Remote Students Synchronously).
- Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided and posted to Google Classroom.
- Office hours will be available for virtual/remote one-on-one conferences during the day and before/after school for parent and student assistance.
  - o (3-year Head Start) Teachers Conference 1:15-2:15 (Face-to-Face/Asynchronous Planning)
  - o (4-year Head Start/Pre-K) Teachers Conference 12:15-1:15 (Face-to-Face/Asynchronous Planning)
- Appointments can be made by teacher and/or student/parent during teacher conference time to answer questions, remediate instruction, or to reteach difficult material to virtual students.

MISD Elementary School (K-4) Schedule

Kindergarten-4th Grade	Activity
7:30-8:00	Arrival Greetings and Morning Routines
8:00-9:00	Art, Music, PE, and Computer Rotations
9:00-11:00	Math/Science
11:00-11:30	Math Intervention/Accelerated Instruction
11:30-12:00	Recess
12:00-12:35	Lunch
12:40-2:40	ELAR/SS
2:40-3:05	ELAR Intervention/Accelerated Instruction
3:05-3:45	Handwriting Tutorials

* Times for Teacher/Student interactions will vary according to Teacher's scheduled conference time

Notes:

- The Learning Management System (LMS) for grades Pre-Kindergarten-12 is Google Classroom utilized for all students (Face-to-Face and Virtual/Remote) The instructional materials provided through Google Classroom addresses students with disabilities and English Learners through individualized instruction.
- Attendance will be taken daily through a single sign-on (ClasssLink) and engagement through Google Classroom and other on-line programs such as McGraw Hill, STEMscopes, mCLASS, etc. will be utilized for K-4 Students.
- Grading will be the same as on-campus learning and outlined in our MISD District Handbook and policy.
- TX-KEA (synchronous), mCLASS (synchronous), and District Assessments will be administered to all students (Face-to-Face and Virtual/Remote).
- Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided and posted on Google Classroom.
- Office hours will be available for virtual/remote one-on-one conferences during the day and before/after school for parent and student assistance.
- Appointments can be made by teacher and/or student/parent during teacher conference time to answer questions, remediate instruction, or to reteach difficult material to virtual students.

Conference Time/Asynchronous Planning

Conference Time	Grade Level
12:10-1:10	Kindergarten
9:45-10:45	First
8:00-9:00	Second
1:15-2:15	Third
2:20-3:20	Fourth

Mabank Intermediate and Junior High School (5-8)

9 Period Day	Time At School Learning
Before School	7:30-8:00 Face-to-Face/Virtual Tutoring
Period 1	Int. 8:00-8:46 JH 7:50-8:36
Period 2	Int. 8:46-9:32 JH 8:39-9:25
Period 3	Int. 9:32-10:18 JH 9:28-10:14
Period 4	Int. 10:18-11:04 JH 10:17-11:03
Period 5	Int. 11:04-12:36 JH 11:06-12:25
Period 6	Int. 12:36-1:22 JH 12:28-1:18
Period 7	Int. 1:22-2:08 JH 1:21-2:07
Period 8	Int. 2:08-2:54 JH 2:10-2:56
Period 9	Int. 2:54-3:45 JH 2:59-3:45
After School	3:45-4:00 Face-to-Face/Virtual Tutoring

Mabank High School (9-12)

8 Period Day	Time At School Learning
Before School	7:30-8:00 Face-to-Face/Virtual Tutoring
Period 1	8:00-8:49
Period 2	8:53-9:42
Period 3	9:46-10:35
Period 4	10:3911:28
Period 5	11:32-1:06
Period 6	1:10-1:59
Period 7	2:03-2:52
Period 8	2:56-3:45
After School	3:45-4:00 Face-to-Face/Virtual Tutoring

* Times for Teacher/Student interactions will vary according to Teacher's scheduled conference time per master schedule

Notes:

- 5th grade students receive 180+ minutes of asynchronous instruction each day.
- 6th -8th grade students receive 240+ minutes of asynchronous instruction each day.
- 9th – 12th grade students receive 240+ minutes of asynchronous instruction each day. To ensure that students are on path for graduation, credit requirements and required coursework will be monitored.
- In grades 5-12, content and instruction is provided by departmentalized teachers. Daily schedules are provided to parents and students.
- The Learning Management System (LMS) for grades K-12 is Google Classroom. Content for core subject areas will be provided through Google Classroom following the district scope & sequence. The instructional materials provided through Google Classroom addresses students with disabilities and English Learners through individualized instruction.
- Attendance will be taken daily through a single sign-on (ClasssLink) and engagement through Google Classroom and other on-line programs such as STEMscopes, Istation, McGraw Hill/StudySync, Big Ideas, College Board, Egenuity, etc.
- For specials and elective classes--a bank of exercises, physical activities, and resources will be provided to virtual/remote students. Students may attend face-to-face UIL activities; however, virtual/remote Band and Choir students have the opportunity to receive asynchronous instruction with pre-recorded lessons. CTE, Theater, etc. receive instruction similar to Core Subjects.
- Office hours will be available for virtual/remote one-on-one conferences during teacher conference periods and before/after school for parent and student assistance. * Appointments (phone/in-person) can be made by teacher and/or student/parent during teacher conference time, or before or after school to answer questions, remediate instruction, or to reteach difficult material to virtual/remote students.
- Department Leads receive an extra period in the master schedule for asynchronous support.

Material Design:

MISD staff will utilize and implement District Created Curriculum and various other TEKS-based and state-adopted instructional materials. These resources will ensure that vertical alignment is maintained and that the instruction adheres to the standards. Instructional materials, activities, and assignments will be the same as provided face-to-face and virtual remote students will receive either an e-version made available with adoptions, programs, or adapted by the teacher. Lessons taught remotely will be aligned with the District Scope and Sequence and subject to CBAs, virtual classroom walkthroughs, and work sample calibrations.

Design and Adaptations

The following digital resources can be access through MISD single sign-on program, ClassLink, and teachers will embed links to specific resources in the LMS. The use of videos, screencast, broadcast, etc. will be part of the distance learning experience to ensure that students have detailed instruction on new content.

Math Materials						
Subject/Course	**Grade Level**	**Instructional Materials**	**Progress Monitoring and Assessment**	**TEKS Aligned or how it will be adapted?**	**What resources are included to support students with disabilities?**	**What resources are included to support ELs?**
MISD Math Curriculum	Pre-K-12th	See below for specific resources	Campus and District Assessments, TEA BOY, TEA interim assessments	TEKS Aligned	District Special Education Plan and MTSS Support	ELPS
Frog Street/ABC Mouse	Head Start/Pre-K	Print and Digital Resources	Built-in teacher created assessments Circle – BOY, MOY, EOY ESGI (Education Software for Guiding Instruction)	TEKS Aligned	Product includes built in supports for students with disabilities	Product includes materials and books in Spanish, along with specified activities
STEMscopes Math	Kindergarten-5th	Digital Resource	Built-in Assessment Tool	TEKS Aligned	Accommodations and/or modifications	Linguistic accommodations for instruction, and

					will be provided to students based on their individualized education plan	designated supports for assessment, will be determined by the LPAC committee
Think Up Math	Kindergarten-8th	Print Resources with Digital Components	Built-in Assessment Tool	TEKS Aligned	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
Education Galaxy/Liftoff	Kindergarten-6th	Digital Resources	Built-in Assessment Tool	TEKS Aligned	Liftoff is an intervention designed for struggling learners and at-risk students	The product includes built-in supports for ELs in each lesson.
Big Ideas	Algebra I	Print Resources with Digital Components	Built-in Assessment Tool	TEKS Aligned	Product includes built in supports for students with disabilities which includes graphic organizers, differentiation components, and extensions	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Graphic organizers and Spanish translations
Edgenuity	9-12	Print and Digital Components Student Accessibility	Prescribed courses can be created to differentiate instruction based on the needs of the student	TEKS Aligned	Embedded Supports	The product meets the needs of ELs, credit recovery, intervention, test preparation

ELAR Materials						
Subject/Course	Grade Level	Instructional Materials	Progress Monitoring and Assessment	TEKS Aligned or how it will be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?
MISD ELAR Curriculum	Pre-Kindergarten-12th	See below for specific resources	Campus and District Assessments, TEA BOY, TEA interim assessments	TEKS Aligned	District Special Education Plan and MTSS Support	ELPS
Frog Street/ABC Mouse	Head Start/Pre-K	Print and Digital Resources Student Accessibility	Built-in teacher created assessments Circle – Boy, Moy, EOY ESGI (Education Software for Guiding Instruction)	TEKS Aligned	Product includes built in supports for students with disabilities	Product includes materials and books in Spanish, along with specified activities
McGraw Hill/StudySync	K-12	Print and Digital Components Student Accessibility	Built-in assessments	TEKS Aligned	Some imbedded accommodations other accommodations and/or modifications will be provided to students based on their individualized education plan	Multi-Language Resources and ELPS embedded-other linguistic accommodations will be provided based on the determinations of the LPAC committee
A-Z Reading/Raz Kids	K-4	Print and Digital Components Student Accessibility	Built-in assessments	TEKS Aligned	Product includes built in supports for students with disabilities	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee

mCLASS (Amplify)Reading/Intervention	K-6	Print and Digital Components Student Accessibility	Built-in assessments/Dyslexia Screener	TEKS Aligned	Product includes built in supports for students with disabilities	Offers EL Support/Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee
Imagine Learning	K-8	Print and Digital Components	Delivers explicit, targeted instruction to each student through personalized learning paths	TEKS Aligned	Product includes built in supports for students with disabilities	Offers EL Support/Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee
Istation Reading	7-8	Print and Digital Components Student Accessibility	Assesses and teaches the five components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary)	TEKS Aligned	Product includes built in supports for students with disabilities	Both English and Spanish
Edgenuity	9-12	Print and Digital Components Student Accessibility	Prescribed courses can be created to differentiate instruction based on the needs of the student	TEKS Aligned	Embedded Supports	The product meets the needs of ELs, credit recovery, intervention, test preparation

Science/SS Materials						
Subject/Course	**Grade Level**	**Instructional Materials**	**Progress Monitoring and Assessment**	**TEKS Aligned or how it will be adapted?**	**What resources are included to support students with disabilities?**	**What resources are included to support ELs?**
MISD Science/SS Curriculum	Pre-K-12th	See below for specific resources	Campus and District Assessments, TEA BOY, TEA interim assessments	TEKS Aligned	District Special Education Plan and MTSS Support	ELPS
Frog Street/ABC Mouse	Head Start/Pre-K	Print and Digital Resources Student Accessibility		TEKS Aligned	Product includes built in supports for students with disabilities	Product includes materials and books in Spanish, along with specified activities
STEMscopes Science	K-8	Digital Resource	Built-in Assessment Tool	TEKS Aligned	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.
Edgenuity	9-12	Print and Digital Components Student Accessibility	Prescribed courses can be created to differentiate instruction based on the needs of the student	TEKS Aligned	Embedded Supports	The product meets the needs of ELs, credit recovery, intervention, test preparation

Student Progress:

Daily Student Engagement

Daily engagement will be monitored in the Learning Management System (LMS). Teachers are expected to provide scheduled opportunities for students to check-in and student engagement will be tracked through other interactive opportunities (ie: responding to discussion questions, submitting assignments, completing assessments, etc.). When attending MISD virtual/remote (asynchronous) learning, time management is critical to success. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. Students who struggle with time management should contact their teachers for additional assistance. Students and teachers must remain in communication regarding daily schedules and assignments.

Tracking Daily Student Engagement

MISD's teachers will be required to take daily attendance with both in-classroom (face-to-face) and virtual/remote (asynchronous) learning models. This means students will have to be present in-person and/or engaged in learning each day to be counted as present for credit purposes. Daily Engagement Measures are required for attendance. "Engagement" is defined by TEA as daily progress or completion, submission of assignments, and/or communication with the teacher.

Virtual/Remote and Face-to-Face Consistency

For Virtual/Remote (Asynchronous) learning, attendance requirements (as required by the TEA) will be documented by the interactions with educators and the engagement level with lessons and assignments within Google Classroom. There will be required times for log-ins to Google Classroom. Per Texas Education Code (TEC) 25.092, students must attend 90 percent of a course in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in effect for the 2020-2021 school year. Given the public health situation, student attendance may be earned through the delivery of virtual/remote (asynchronous) learning instruction.

Tracking Academic Progress

In addition to the teacher monitoring student engagement in the LMS and reaching out to students/parents for those who did not log-in for the day, the district will provide each campus with a report (ClassLink Report) of those students not engaging in the LMS for a specified number of days. Campuses are expected to work with these families to resolve any academic or technology obstacles that may impede student engagement in the LMS. Teachers will post grades according to the MISD Grading Policy. Parents receive Skyward (SIS) communication regarding student progress and have access to a Skyward Parent Portal where grades and progress communication from the Teacher(s) can be tracked.

MISD Grading Guidelines: https://sites.google.com/mabankisd.net/mabankisd-c-and-i/grading-guidelines
MISD Assessment Calendar: https://sites.google.com/mabankisd.net/mabankisd-c-and-i/assessments

Feedback on Student Progress

Through the use of the LMS, teachers are able to track the submission of assignments and provide weekly feedback in a variety of ways.

Implementation:

Job Embedded Professional Development

- MISD established a Professional Learning Plan with self-paced content based PD, along with training on how to utilize the district adopted LMS. The 20-21 Professional Learning Plan will be updated throughout the year for on-going PD.
  Professional Learning Plan: https://sites.google.com/mabankisd.net/mabankisd-c-and-i/professional-development
  Region 10 Professional Development embeds best practices for virtual/asynchronous instruction, and Region 10 professional development is incorporated in MISD's Professional Learning Plan.
- Google Training through online modules were available in the Professional Learning Plan, and in-person training for all staff was completed in August by the district's Instructional Technologists. Follow-up training on programs may occur during the school year to deepen the teachers' knowledge regarding usage and implementation, and the district's Instructional Technologists are available to support each campus as needed.

Professional Development to Support Asynchronous Curriculum and Data Analysis

- Through the initial digital onboarding process and continued asynchronous professional development this fall semester on how to effectively leverage Google Classroom and other on-line programs, educators will learn how to deliver course content and respond to the data provided by Edugence (data analysis program) and Google Classroom. Educators will use Edugence, Google Classroom, and other on-line program reports to check for students' understand of the district's curriculum and student engagement with their course offerings, and how to adapt materials, activities and pacing to the needs of the individual students. MISD will continue to provide Remote Learning Professional Development and offer teachers the opportunity to instill best practices for asynchronous course delivery and needed synchronous components.

Communication and Support for Families

- MISD created documents that communicated expectations for 20-21 school year, which included Asynchronous Instruction.
  Elementary Guidance: https://www.mabankisd.net/upload/page/0072/docs/Elementary_Guidance_8_12_20.pdf
  Secondary Guidance: https://www.mabankisd.net/upload/page/0072/docs/Secondary_Fall_2020_8_12_20.pdf
- All MISD families have the opportunity to receive a district device (Google Chromebook) for virtual/remote learning.

Family Expectations for Engagement

Parents/Guardians will:

- Ensure their students complete all daily assignments, activities, and assessments.

- Maintain communication with teachers by phone, email, and/or online meetings.
- Ensure a distraction-free learning environment for their students.
- Ensure their students are available for the required components of instruction that will occur during the regularly scheduled school day. Times for live-streamed (synchronous) instruction will be scheduled in advance and notice will be given. Teachers will have weekly times when students must participate in live-streamed (synchronous) instruction.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part. Struggling is allowed and encouraged.

Additional Support for Families

In response to family needs, a website was created to provide support with technology, and Technologists are available to answer questions about navigating Google Classroom and other online programs. https://www.mabankisd.net/page/tech.homepage