



Cedar Hill Independent School District

Attestation Waiver 2020-2021

Asynchronous Plan
The Blueprint for Re-Opening

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and / or content area.

Component	Explanation
What are the expectations for daily scholar interaction with academic content?	<p>Teachers will structure the asynchronous instructional day to ensure there are enough minutes devoted to each subject area.</p> <ul style="list-style-type: none">● Asynchronous daily screen time instructional activities may include but not limited to activities such as:<ul style="list-style-type: none">○ Read alouds○ Phonics instruction○ Number talks○ Direct instruction by teacher (mini-lesson)● Asynchronous daily non-screen (independent) work/assignments are to be completed in addition to the required daily screen time. These may include but not limited to activities such as:<ul style="list-style-type: none">○ Choice boards○ Scholar self-selected reading○ Writing assignments○ Independent practice○ Scavenger hunts <p>Regular communication and the partnership between teachers and parents will be crucial to the success of scholars during the remote Flex Learning. Parents may be needed at home to assist their scholar with tasks such as:</p> <ul style="list-style-type: none">○ Logging into Schoology○ Monitoring their participation and progress in the learning○ Ensuring completion and submission of activities <p>Classroom teachers will document consistent communication with parents and maintain records in Schoology. Teachers are responsible to contact any scholar who is not demonstrating proficiency on a weekly basis. They will make a courtesy phone call or email to parents to remind them of the instructional support opportunities. This required communication will serve as checkpoints with the classroom teacher during Flex Learning. Teachers will ensure that they have virtual office hours daily so that scholars and parents may communicate with them when tutoring is needed.</p>



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PREK - 5TH GRADE Flex Learning (Sample Content)

PK - 2 MINUTES	3 - 5 MINUTES	CONTENT
30	30	Breakfast at home
5	10	Morning Message (SEL Activity)
20	20	ELAR Time
20	20	ELAR Independent Assigned Activities
10	10	Stretch, move, and take a brain break
20	35	ELAR
20	25	Engage in PE, Art, Music (assigned by your teacher)
30	30	Eat lunch / free time / recess at home
25	40	Math
20	20	Math Independent Assigned Activities
20	-	Science or Social Studies
20	20	Science or Social Studies Independent Assigned Activities
-	40	Social Studies
10	10	Stretch, move, and take a brain break
-	40	Science
	20	Science or Social Studies Independent Assigned Activities
10	25	IXL or Achieve 3000 - Intervention
10	10	ELAR Writing
		Enrichment or Extended Lessons

CHART KEY - Maximum Daily Screen Time and Non-Screen Time Minutes for Flex Learning

PK - 2nd (2.0/1.1)	SCREEN Time 120 Min	NON-SCREEN Time 70 min	BREAK time 80 Min
3rd - 5th (3.5/1.5)	SCREEN Time 210 Min	NON-SCREEN Time 90 min	BREAK Time 80 Min



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6TH - 12TH GRADE Flex Learning (Sample Content)

6 - 12 MINUTES	CONTENT
30	Breakfast
15	Daily message
20	Complete and submit Bell Ringer
35	ELAR
10	Stretch, move, and take a brain break
20	ELAR
20	ELAR Independent Assigned Activities
30	Eat lunch / free time / movement at home
35	Math
20	Math Independent Assigned Activities
35	Science
20	Science Independent Assigned Activities
10	Stretch, move, and take a brain break
20	Achieve 3000 or IXL - Intervention
35	Social Studies
20	Social Studies Independent Assigned Activities
20	ELAR Writing
30	Electives - Engage in PE, Art, Music, Band, Spanish, ROTC etc.
15	Electives
	Enrichment or Extended Lessons

CHART KEY- Maximum Daily Screen Time and Non-Screen Time Minutes for Flex Learning

(3.75/2.25) **SCREEN Time 225 Minutes** **NON-SCREEN Time 135 Minutes** **Breaktime 80 Minutes**

How will you ensure all scholar groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?

Scholars will complete asynchronous activities assigned each day by:

- Participation in daily virtual instruction and satisfactorily completing assignments to demonstrate evidence of scholar learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
 - Daily Screen time (video mini lessons, submitting assignments, etc.) PK-2 (2.0hrs), 3-5 (3.0hrs), 6-12 (3.5hrs)
 - Daily Non-Screen time (independent work) PK-2 (1.0hr), 3-5 (1.5hrs), 6-12 (2.0hrs)
 - Total Academic Screen + Non-Screen time per day PK-2 (3.0hrs), 3-5(4.5hrs), 6-12(5.5hrs)
 - Work must be completed/submitted by 11:59 p.m. each day.
- Flex Learning Design for Grades 6-12



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	<p>Classes within this environment will follow the schedule of classes at the scholar's home campus. Cedar Hill ISD will structure the scholar's learning schedule to participate in asynchronous learning. Teachers will structure the instructional day to follow their campus bell schedule reducing at home screen time. Within each course/subject, teachers will plan for scholars to participate in asynchronous learning.</p> <ul style="list-style-type: none">• All courses will be offered in both settings, including advanced level courses such as Honors, AP.• Some elective courses for scholars who select CHISD Flex Learning may require the scholar to perform, or complete assignments/projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., Career and Technical Education classes, Fine Arts classes, and/or athletic classes. <p>Scholars in grades 6-12 choosing CHISD Flex Learning may be able to participate in on-campus classes for extra-curricular activities (in accordance with UIL requirements).</p>
<p>What are the expectations for teacher/scholar interactions?</p>	<p>Instructional Support is a designated time that will provide scholars with academic support by the classroom teacher. This time will be scheduled by the campus and communicated to the scholars' parents by the classroom teacher. Any content teacher assigned to your scholar will provide scholars and parents a Google Meet link to join in on the virtual instructional support. A minimum of 50 minutes per day is the recommended time of daily instructional support.</p> <p>Instructional support includes activities such as:</p> <ul style="list-style-type: none">○ Modeling○ Direct Teach○ Demonstration○ Activating background knowledge○ Review prior lesson○ Making connections
<p>How will teacher/scholar interactions be differentiated for scholars with additional learning needs?</p>	<p style="text-align: center;">Special Education - Exceptional Scholars</p> <p>Special Education Support Cedar Hill ISD will ensure that scholars with disabilities have access to a Free and Appropriate Public Education (FAPE). We will ensure that, to the greatest extent possible, each scholar with a disability can be provided the special education and related services identified in their Individualized Education Program (IEP). All scholars who participate in FLEX Learning will have a Contingency Plan developed within the first three weeks of instruction.</p> <p>PROVISION FOR SELF-CONTAINED, RESOURCE, AND INCLUSION SERVICES</p> <ul style="list-style-type: none">• Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.• Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all scholars.• Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled scholars they support, whether instruction is virtual or face-to-face.• For scholars who choose Flex Learning, general education teacher in collaboration with the special education teacher will:<ul style="list-style-type: none">○ Develop individualized lessons.○ Provide direct instruction through scheduled synchronous sessions based on scholars IEP. <p>If a scholar is unable to participate during synchronous time and unable to access the lessons, the scholar's case manager will review the Contingency Plan that was developed for Flex</p>



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	<p>Learning.</p> <ul style="list-style-type: none"> ○ Provide links to virtual platforms for lesson participation. ○ Upload weekly lesson materials to the district-designated virtual platforms. ○ Document scholar participation and attendance on the scholar's log. ○ Collect data and monitor progress. ○ Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum. <p style="text-align: center;">Dyslexia</p> <p>All scholars will receive all accommodations and support as outlined in the Individual Accommodation Plan (IAP) under Section 504 or through the Individualized Education Plan (IEP) under Special Education. Scholars receiving Dyslexia Instruction will receive services as indicated in their IEP or IAP. Dyslexia programming will follow guidelines as stated in the Texas Dyslexia Handbook, 2018.</p> <p style="text-align: center;">Bilingual/ English as a Second Language</p> <p>All scholars identified as English Learners (Bilingual, ESL, or Parent Denial) shall be provided a full opportunity to participate in their respective program. The district will ensure that appropriately certified staff are assigned to scholars identified as English Learners.</p> <p style="text-align: center;">Bilingual (Dual language)</p> <p>Virtual content and interactions will be done in the language of instruction (English/Spanish) following a program schedule. Scholars will have access to state adopted curriculum resources as well as supplemental resources where scholars may practice their listening, speaking, reading, and writing skills. During instruction teachers will bridge the two languages together, guiding scholars to engage and transfer the academic content they have learned from one language to the other.</p> <p style="text-align: center;">ESL (Content Based/ Pull Out)</p> <p>Virtual content and interactions will be presented in English. Teachers will provide instructional best practices support virtually by: providing visuals, sentence stems, pre teaching vocabulary, adapted texts etc. Scholars will be taught how to use their technology to find images, cognates, and translations of the content presented to them. Scholars will be provided with supplemental resources to practice their listening, speaking, reading, and writing skills in English.</p> <p style="text-align: center;">GT (Gifted & Talented)</p> <p>All scholars identified as Gifted and Talented will receive their services through the full-inclusion model from TEA and will be offered weekly enrichment through their classroom instruction. The district will ensure that appropriately certified staff are assigned to scholars identified as Gifted & Talented. Scholars will receive services including engagement with Type III Schoolwide Enrichment Model Projects and various Social Emotional Learning Lessons specific to gifted & talented learners.</p>
<p>Expectations and pre-planned times for teacher/ scholar interactions are clear in instructional schedule</p>	<p>Campus principals will develop a daily schedule for instructional support during the asynchronous environment. The schedules will be shared with the parents and scholars.</p>
<p>Expectations and pre-planned times for teacher/ scholar interactions are adequate for all scholars</p>	<p>Campus principals will develop a schedule for instructional support during the asynchronous environment. The schedules will be shared with the parents and scholars. All scholars will have access to daily instructional support.</p>
<p>Expectations and pre-planned</p>	<p>The campus principals will develop a schedule conducive to differentiated instruction. See</p>



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times for teacher/ scholar interactions are differentiated for scholars with additional learning	above for special populations.
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Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all scholars can access instructional materials

Subject Course	Grade Level	Research / Evidence-based Instructional Materials	Progress Monitoring and Assessment	Is it TEK aligned or Adapted	What resources are included to support scholars with disabilities?	What resources are included to support ELs?
Math	PK - 5th	enVision; TEKS Resource System; PreK-Frog Street; Renzulli Learning Platform	Curriculum Based Assessments, NWEA, IXL, Circle Progress Monitoring (PreK) TX KEA (Kindergarten)	Yes	Hand2Mind manipulatives; Click on TEKS IXL Math Support Differentiated Math Center Kit	ELPS integrated in curriculum; Differentiated Math Center Kits; Audio recording in Schoology
ELAR	PK - 5th	Into Reading by Houghton Mifflin Harcourt (Grades K-5), Targeted Phonics by Teacher Created Materials (Grades 1-2) PreK-Frog Street; Renzulli Learning Platform	Curriculum Based Assessments; NWEA Reading, Circle Progress Monitoring (PreK) TX KEA (Kindergarten)	Yes	Into Reading by Houghton Mifflin Harcourt (K-5) with teacher made accommodations that are aligned to scholar's IEPs Achieve 3000 Smarty Ants	Into Reading by Houghton Mifflin Harcourt (Grades K-5), Targeted Phonics by Teacher Created Materials (Grades 1-2) ELPS embedded within the curriculum.
SLA	PK - 5th	Ariba La Lectura by Houghton Mifflin Harcourt (Grades K-5); Renzulli Learning Platform	Curriculum Based Assessments	Yes	Ariba La Lectura by Houghton Mifflin Harcourt (Grades K-5),	Ariba La Lectura by Houghton Mifflin Harcourt (Grades K-5)
Science	PK - 5th	STEMscopes TEKS Resource System Pearson Textbook PK-Frog Street;	Curriculum Based Assessments; NWEA Science	Yes	STEMscopes TEKS Resource Teacher made manipulatives and	TEKS Resource System Pearson Textbook STEMscopes



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		Renzulli Learning Platform			accommodations aligned to scholar's IEPs. Achieve 3000	
Social Studies	PK - 5th	TEKS Resource System: Social Studies Weekly (Texas Edition); United States History: 1565 to Modern Times - Grade 5, Texas PK-Frog Street; Renzulli Learning Platform	Curriculum Based Assessments	Yes	Teacher made manipulatives and accommodations aligned to scholar's IEPs Achieve 3000	TEKS Resource System: United States History: 1565 to Modern Times - Grade 5, Texas
Math	6th - 8th	TEKS Resource System; HMH Go Math! 6-8 Texas Edition; TPSP Platform	Curriculum Based Assessments NWEA Math IXL	Yes	TX Go Math 6-8 Illustrated Math Schoolology test, quiz, and assessment tools	Spanish resources available resources in print and digital. Translate options using online textbook resources.
ELAR	6th - 8th	TEKS Resource System; HMH Into Literature; TPSP Platform	Curriculum Based Assessments NWEA Reading	Yes	HMH Into Literature Intervention and Review Resources; Achieve 3000; Teacher-made manipulatives and accommodations aligned to the scholars' IEPs.	Spanish resources available resources in print and digital. Translate options using online textbook resources. ELPS embedded within the curriculum.
Science	6th - 8th	STEMscopes TEKS Resource System HMH Textbook; TPSP Platform	Curriculum Based Assessments: NWEA Science	Yes	STEMscopes TEKS Resource System Teacher made manipulatives and accommodations aligned to scholar's IEPs. Achieve 3000	STEMscopes Spanish resources available resources in print and digital. Translate options using online textbook resources
Social Studies	6th - 8th	TEKS Resource System; McGraw Hill Texas Edition	Curriculum Based Assessments	Yes		TEKS Resource System; McGraw Hill Texas Edition



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		Textbooks; TPSP Platform				Textbooks
Math	9th-12th	TEKS Resource System; McGraw Hill Algebra 1,2 Geometry, Precalculus Texas Edition Textbooks, Cengage AP ,Calculus textbook, OpenStax; AP Classroom/College Board TPSP Platform	Curriculum Based Assessments NWEA Math IXL TSI2 Math	Yes	McGraw Hill OpenStax Cengage Illustrated Math Schoology test, quiz, and assessment tools	Spanish digital resources available.. Translate options using online textbook resources.
ELAR	9th-12th	TEKS Resource System; HMH Into Literature; SpringBoard (9th-10th Pre-AP); AP Classroom/College Board TPSP Platform	Curriculum Based Assessments NWEA Reading TSIA Reading/Writing	Yes	HMH Into Literature Intervention and Review Resources; Achieve 3000; Teacher-made manipulatives and accommodations aligned to the scholars' IEPs.	HMH Into Literature program - Translate options using online textbook resources. ESL Scaffolding supports embedding within the Curriculum.
Science	9th-12th	STEMscopes TEKS Resource System Biology, Physics and Environmental Science Pearson Textbook Chemistry McGraw Hill Textbook; AP Classroom/College Board TPSP Platform	Curriculum Based Assessments	Yes	STEMscopes TEKS Resource System Teacher made manipulatives and accommodations aligned to scholar's IEPs.	STEMscopes TEKS Resource
Social Studies	9th-12th	TEKS Resource System; McGraw Hill Texas Edition Textbooks; AP Classroom/College Board TPSP Platform	Curriculum Based Assessments	Yes	Teacher made manipulatives and accommodations aligned to scholar's IEPs.	TEKS Resource System; McGraw Hill Texas Edition Textbooks



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

Component	Explanation
What is the expectation for daily scholar engagement?	<p>Scholars are required to be engaged daily with work. Evidence of the scholar engagement must be verifiable with a time stamp in the districts Learning Management System (LMS).</p> <p>Daily scholar engagement expectations and progress are clearly defined, measurable, and published online for parents and scholars.</p> <p>Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>scholars participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks.</p> <p>scholars will experience both on screen and off screen academic expectations.</p> <p>scholars are also encouraged to actively participate in instructional support time for any additional support and answers to questions they may have.</p>
What is the system for tracking daily scholar engagement?	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method</p> <p>3 possible attendance markers:</p> <ol style="list-style-type: none">1. Daily Progress in the Learning Management System Schoology- Scholar Analytics will be tracked.2. Daily Progress via scholar-teacher interaction3. Completion / Submission of assignments Grades PK-12:<ul style="list-style-type: none">- By default, scholars are marked "Present-Remote Asynchronous."- Daily attendance is taken at a predetermined time (3:00 pm).- Teachers monitor and check for scholar "engagement" each day.- scholars that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.- Additionally, scholars have a late night engagement option for Flex Learning, where scholars will have until 11:59pm of each day to be considered "engaged"; if a scholar was reported engaged in Schoology from 3:00pm to 11:59pm and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present. <p>However, CHISD intends to set a high bar for our scholars as it relates to daily engagement; we believe that scholars should demonstrate more than basic progress daily.</p> <p>While we recognize that the 20-21 school year will represent a significant departure from "normal" for our scholars and families, we cannot afford to miss a single opportunity for our scholars to learn and grow.</p>
How are the expectations for daily scholar engagement consistent with progress that would occur in an on-campus environment?	<p>Scholar engagement will be taken daily using the district's LMS, Schoology, using the same process and protocol as is used during on-campus instruction.</p> <p>Scholars who fall below a 90% attendance for the time that the course is offered will not</p>



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	<p>receive credit for the course, regardless of level of “engagement”, consistent with on-campus expectations. In addition, any scholar who falls below the 90% daily attendance will be given credit if the scholar completes the principal's plan.. These methods require engagement that is consistent within the Flex Learning environment because they mimic the ways in which scholars would interact with their teachers and classmates on-campus though duration, learning objectives achieved, activities completed, and courses.</p> <p>Instructional Support is a designated time that will provide scholars with academic support by the classroom teacher. This time will be scheduled by the campus and communicated to the scholars' parents by the classroom teacher. Any content teacher assigned to your scholar will provide scholars and parents a Google Meet link to join in on the virtual instructional support. A minimum of 50 minutes per day is the recommended time of daily instructional support.</p> <p>Instructional support includes activities such as:</p> <ul style="list-style-type: none">○ Modeling○ Direct Teach○ Demonstration○ Activating background knowledge○ Review prior lesson○ Making connections
<p>What is the system for tracking scholar academic progress?</p>	<p>Scholar progress will be tracked daily in the LMS Schoology through daily assignments, activities, interaction with a teacher and other markers.</p> <p>Parents have full access to scholar work, interactions with teachers, assignment submissions and feedback through the parent portal of LMS. Parents can designate either weekly or daily progress reports.</p> <p>Currently, the district is planning for a 1:1 device roll-out. In the meantime, the district is developing a plan to address the needs of scholars who may still face device and access gaps.</p> <p>The district will follow the board approved grading guidelines to measure academic progress..</p> <p>Emails and phone check-ins to inform parents and scholars.</p>
<p>What is the system for providing regular (at least weekly) feedback to all scholars on progress?</p>	<p>Teachers are expected to provide regular feedback in at least one capacity within Schoology. Specific feedback from teachers to scholars is conducted through a variety of methods, via Schoology lessons, activities, or small group instruction and teacher instructional support time. The regular feedback mechanism allows scholars to have a clear understanding of their academic progress on a consistent and frequent basis. In addition, scholars will complete a daily bell ringer.</p> <p>All classroom teachers are expected to host 50 minutes of instructional support. Teachers will review each individual scholar’s progress and conduct outreach for small group sessions where and when appropriate.</p> <p>It is important to emphasize to teachers that feedback engagement is not limited to synchronous F2F; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their scholars may prefer or find most effective.</p>



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	The district will also conduct entry diagnostic assessments of math and reading at the beginning of the year and will continue (at the district level) the cadence of district common assessments.
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Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

I. Provide a sample of Professional learning Calendar (may vary by campus, grade level, content area, and teacher).

Dates	Key Topics	Key Staff	Follow up Support
May 2020	Collins Writing	Content Coordinator Instructional Facilitators Academic Interventionist	Beat the Heat PD
June 22, 2020	Schoology	Content Coordinators	Jumpstart Your Year
June 23, 24, 25 BEAT the HEAT	IXL Achieve 3000 Collins Writing NWEA	Principals Assistant Principals District Administrators Teachers	Jumpstart Your Year Brick or Click: Preparing for Our Scholars
Jumpstart Your Year July 6 - July 31, 2020	<p>Schoology - learn the basics of navigating our new Learning Manage System. Upon completing this course, you will earn a certificate and badge from EdPuzzle. Takes approximately 1 hour.</p> <p>TEKS Resource System - This course is recommended for all core-content teachers. Whether you're new to TRS or just need a refresher, complete this Nearpod course presented by Region 10 and earn 2 hours of PD credit.</p> <p>IXL - A new math diagnostic program. Get a quick overview of this new program. Course will take about 30 minutes.</p>	Principals Assistant Principals District Administrators Teachers	Brick or Click: Preparing for our Scholars August 3, 4, 5, 2020
New Teacher Orientation July 27, 28, 29, 2020	<p>Schoology Platform- Overview of Schoology LMS - Introduction to Schoology Groups for course structures</p> <p>Educators will be provided with an overview and training on the tools needed to help deliver online course material and to facilitate</p>	New Teachers	Brick or Click: Preparing for our Scholars August 3, 4, 5, 2020



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	interactions with scholars. This orientation will be hosted through a Schoology course and focus on Schoology, Google Applications, and available district resources and programs.		
Brick or Click: Preparing for our Scholars August 3, 4, 5, 2020	Content Elementary and Secondary Sessions Collins, IXL, Achieve 3000	Principals Assistant Principals District Administrators Teachers	Week of August 10, 2020 Week of August 17, 2020
Week of August 10, 2020	Content Elementary and Secondary ELAR, Social Studies, Science, Math Collins Writing, IXL, Achieve 3000 District Expectations Virtual Learning Supports Teaching Virtual Phonics Embedding Tools and content into Schoology Schoology Q&A	Principals Assistant Principals District Administrators Teachers	August 24, 25, 26, 27, Brick or Click: The Learning Continues professional development August 31, Sept. 1, 2, 3 Brick or Click: The Learning Continues professional development
Week of August 17, 2020	Content Elementary and Secondary ELAR, Social Studies, Science, Math Collins Writing, IXL, Achieve 3000 District Expectations Virtual Learning Supports Teaching Virtual Phonics Embedding Tools and content into Schoology Schoology Q&A	Principals Assistant Principals District Administrators Teachers	August 24, 25, 26, 27, Brick or Click: The Learning Continues professional development August 31, Sept. 1, 2, 3 Brick or Click: The Learning Continues professional development
August 24, 25, 26, 27, Brick or Click: The Learning Continues professional development	Academic Content Focused Professional Development - Bringing it all together	Principals Assistant Principals District Administrators Teachers	Support Plan Flex Learning - Instructional Facilitators and Academic Interventionist
August 31, Sept. 1, 2, 3 Brick or Click: The Learning Continues professional development	Academic Content District Assessments Norms for Virtual Assessments NWEA- MAP Growth and MAP Fluency	Principals Assistant Principals District Administrators Teachers	Support Plan Flex Learning - Instructional Facilitators and Academic Interventionist Coordinator Virtual Support

II. Describe your professional development for educators to support asynchronous instruction:	
Content	Explanation
How will both initial and ongoing,	The PD calendar above outlines the primary methods of delivery for initial and ongoing



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<p>job-embedded educator development opportunities occur?</p>	<p>professional development along with the skills and tools professionals are expected to become proficient in:</p> <ul style="list-style-type: none">● Schoology: Continuing educators will have most of their digital onboarding hosted through a Schoology course● Google sites: Educators new to CHISD will initially have their training hosted through an accessible Google site and eventually transition to Schoology● Nearpod: A scholar engagement platform educators can leverage to create interactive lessons● Trainer the trainer model: Educators proficient in the relevant asynchronous course delivery platforms can help train educators who need help with learning about the technology. Timeline for other ongoing training and support (leadership teams will attend these meetings and are responsible for replicating this virtual training with their respective campuses during District Staff Development days) is found on the table above. <p>Instructional Facilitators and Academic Interventionist are assigned to every campus to provide the following ongoing educator development and support:</p> <ul style="list-style-type: none">● Provide on-going personalized professional development and instructional coaching through real-time feedback● Model core content lessons with guidance on content specific instructional strategies and resources● Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and scholar outcomes to district and state requirements● Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address scholars' academic needs● Assist teachers in developing on-time responsive interventions for scholars with academic needs● Guide teachers in the implementation of the district's adopted language arts curriculum and literacy framework● Model high-quality literacy lessons aligned to the district instructional expectations and curriculum● Implement the district coaching cycle by observing teachers and providing real-time feedback● Provide targeted professional development to teachers. <p>Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback.</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>Through the initial digital onboarding process and ongoing topical discussions throughout the fall semester on how to effectively leverage Schoology, educators will learn how to deliver course content and respond to the data provided by the LMS feedback system.</p> <p>Principals will use LMS progress markers and reports to understand scholar engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual scholars with whom they work. The opportunity to replicate the virtual training modules outlined above with their respective campuses during District Staff Development will also help to instill best practices for asynchronous course delivery.</p>

I. Describe your communication and support plan for families engaging with asynchronous learning: Cedar Hill ISD has a plan for explicit communication and support of families to support asynchronous work at home.



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Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Communication with parents will be facilitated through platforms such as the CHISD website, social media, Blackboard, "Let's Talk!", and Schoology parent portal as outlined below:</p> <ul style="list-style-type: none">• Website and social media: CHISD will be using these platforms to provide quick and easily accessible announcements pertaining to all scholars in the CHISD.• Blackboard: CHISD will use this platform to post announcements for scholars' families• Virtual Staff Meetings: Platform to monitor and respond to parent questions in a timely manner.• Podcast• Parent University• Schoology parent portal: Parents/guardians/custodians will have access to a parent portal through Schoology, which will enable them to oversee their own scholar's progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers.
What are the expectations for family engagement/support of scholars?	<p>Timeline for parent/guardian/custodian engagement this summer: - 7/13/2020 through 7/19/2020</p> <ul style="list-style-type: none">o Parents responsible for completing the re-entry selection process on July 13 by completing a scholar Commitment Form (posted on district and campus websites) for each childo Commitment Form will outline the commitments, expectations, and requirements for parents supporting their scholar's remote asynchronous learningo Parents will continue to receive additional reminders via Blackboard (text, call, and email) - 7/20/2020 through 7/22/2020o Campus teams contact parents who have not completed commitment form and assist parents with completion if needed - 7/23/2020 through 8/14/2020o Student Services team will work with campus teams to ensure scholars are scheduled in the appropriate setting, "Learning on Campus" or "Learning at Home" - 8/15/2020o Parent digital onboarding will be launched initially on a Google site and transition to being hosted through Schoologyo Parents will be introduced to the Schoology platform and specifically the tools available to them as a parent such as the parent portalo Parents will also be taught how to leverage several available CHISD devices and tools <p>Parents/guardians/families will be provided the following resources to support their scholars pursuing the "Learning at Home" track:</p> <ul style="list-style-type: none">- Parent on-boarding such as instructional videos and support through platforms outlined above- Schoology's parent portal and other tools to monitor scholar progress:o Signing up through Schoology's parent portal to receive weekly or daily progress reports on scholar's engagement with learning materials and face-to-face interactions with teachers- Parent learning website that has easy access to support systems
What additional supports, training, and/or resources will be provided for families who may need additional support?	<p>As outlined above, district staff will continuously monitor "Virtual Staff Meeting" to respond to parent questions in a timely manner. Announcements and resources for parents will be posted on Blackboard and relevant district-wide progress and news will be released through social media and the CHISD website.</p> <p>The CHISD Family and Community Engagement Department will partner with campus leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none">• Distributing additional resources and support to each campus i.e., school supplies for scholars



Cedar Hill Independent School District

Attestation Waiver 2020-2021

Asynchronous Plan
The Blueprint for Re-Opening

	<ul style="list-style-type: none">• Identifying health and human services support for families in need• Increasing school staff capacity to effectively connect, engage, and partner with families• Creating opportunities for parent leaders to engage directly with the Superintendent to inform and validate district strategies• Developing more systems and opportunities for parents to be active partners at the campus level Parent Engagement Nights will be provided at each campus for ongoing support and training. Additionally, there will be dedicated time within teacher's daily office hours to support the needs of individual parents
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