Asynchronous Remote Learning Instructional Plan  
J-Learning At-Home

This is a DRAFT as of August 5, 2020. The plan is subject to change until approved by the Judson ISD Board of Trustees and the Texas Education Agency (TEA).

<table>
<thead>
<tr>
<th>Please check the grade level(s) for which these open response descriptions/attachments apply.</th>
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<tbody>
<tr>
<td>Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.</td>
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<td>PK3</td>
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The highest priority on the Remote Learning Plan for Judson ISD is to design superior instruction that is tailored to meet the needs of every student. Although this has been an unprecedented year, we are confident that our teaching staff is prepared to provide all students with engaging virtual learning opportunities that will help them grow academically. We are proud to publish the Judson ISD Instructional Plan for Remote Learning so that all parents, as partners in education, can learn how the District has been preparing to serve the children of our community.

The Judson Remote Learning Experience has been enhanced based on the feedback we received from all stakeholders during the spring semester. To ensure all students have an equal opportunity to access the digital learning resources the District has provided, we have made the following enhancements to the Judson Remote Asynchronous Learning Program, also termed as **J-Learning at Home**:

- 1:1 electronic devices for ALL students
- Wi-Fi added to all elementary campus parking lots
- Buses equipped with Wi-Fi access and will be stationed strategically around the district
- Increased district-wide bandwidth from 10 Gigabytes to 20
- Purchase of a district-wide Learning Management System - Canvas
- Learning kits with instructional resources, including content area books, will be given periodically to elementary students
- Remote learning will now shift from retention of foundational skills to acquisition of new skills
- Parent online academies will be available so parents and guardians can support students at home
- Virtual tutoring afterschool will be available for all students
- Teacher virtual office hours, to support students for reteach, tutorials, and extra instructional support, will be available as
## 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 Daily Schedules (PK-Grade 12)**

<table>
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<th>Component</th>
<th>Explanation</th>
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| What are the expectations for daily student interaction with academic content? | All students are expected to engage in the scheduled content each instructional day- whether it is an asynchronous or synchronous lesson. For **synchronous** learning opportunities, campuses will schedule specific times for the class to come together, complete instruction and work collaboratively. During **asynchronous** learning, students will log on to the learning management system (LMS) daily and progress at their own pace through the content. The degree of asynchronous learning will be tailored to the grade band, but all schedules for J-Learning at Home resemble the average time for a traditional school day when lunch, brain break times, and asynchronous learning, including interventions, are considered. Teachers can track student login time and assignment completion via the district’s learning management system (LMS), Canvas, and will tailor pacing and content for students based on their individual progress or areas where students may require additional practice or support. The district sample daily schedules are inserted above and are meant to provide the district expectations of time blocks for synchronous and asynchronous learning. Each campus will then develop their own schedule based on their staff that will demonstrate consideration for differentiation and inclusion of Special Education Co-teachers, Rtl Teachers, Dyslexia Support Teachers, GT depth and complexity, as well as address the needs of Dual Language campuses. For elementary special rotations, physical education (PE) and music will be offered asynchronously only. Most core content lessons will be offered via live virtual instruction, and in primary grades, social studies TEKS may be embedded with reading. In secondary, including middle and high school, all classes will include a live, virtual instruction component as well as an asynchronous lesson and task. This will help ensure that all students receive direct instruction and academic support as needed. Additional synchronous opportunities of small group instruction, tutoring, and office hours are provided daily as outlined in the sample schedules. All small group instruction time is determined by the teacher and assigned on an
as-needed basis, while office hours are optional and based on student choice. A Judson Instructional Hotline will be offered district-wide for students working on assignments in the evening hours Monday through Thursdays.
How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?

The district sample daily schedules provide the district expectations of time blocks for synchronous and asynchronous learning. Campuses will provide students and parents with actual time schedules that outline the exact times students will engage in virtual live lessons or asynchronous learning. This is so that individual campuses can develop their schedule based on proper distribution of instructional support staff for special student populations. For example, campus A may provide a live, virtual lesson in 1st grade math at 10 am, but campus B will offer a live, virtual lesson in the same grade level at 11 am, in order to distribute RtI teachers, Dyslexia Support Teachers, Special Education Co-Teachers, GT Teachers, Dual Language and paraprofessionals accordingly. Regardless, all campuses will offer 1st grade math direct teach synchronous lessons for at least 20 minutes daily as set by the district expectations outlined in the sample schedules.

At the elementary and secondary level, students will encounter a variety of daily synchronous and asynchronous learning opportunities that are approximately equivalent to a full day of academic content. Instruction and activities will be completed through Canvas, our LMS system, though students will receive direct live virtual instruction and support through video conferences in Zoom or TEAMS that will include whole group instruction, interventions, small group instruction, Saturday school, co-teach and support.

Teachers will post a weekly agenda on Canvas that will serve as a student checklist to self-monitor their remote learning experiences. All lessons will follow the Judson ISD Tiered and Aligned Curriculum. All activities within the curriculum include Tier I strategies for strong core instruction, as well as S3 strategies (Strategies for Struggling Students). The district formative assessments that are found within each unit of study have been converted to an online format. Each unit of instruction varies in length by content and grade level, but is TEKS-based and provides an array of strategies for the teacher to support all learners. It also ensures that all teachers teach 100% of the TEKS each school year and allows for time to spiral TEKS that students traditionally struggle with based on district data. Each instructional day, core teachers will conduct a live virtual check-in with their assigned students to ensure engagement and concept attainment through a variety of teaching and evidence-based learning strategies as described in the Judson ISD Curriculum Units of Study.
| What are the expectations for teacher/student interactions? | Teachers in PreKindergarten, Kinder, 1st grade and 2nd grade, as well as elementary PE, Music, Fine Arts, and Technology, will record and post daily asynchronous learning opportunities on Canvas. In general, most lessons will begin with a brief review of a previously learned skill, introduction of new skills in child friendly language, modeling for the students, guided practice with the students, as well as allowing students to provide responses. Specifically, for PreK-3 and PreK-4, the lessons will include circle time lessons, a gross motor skill activity, a read aloud, and will provide parents purposeful play activity guidance. Lessons for Kinder through 2nd grade will include: a phonological awareness lesson, a phonics lesson, at least one read aloud to facilitate vocabulary instruction, a comprehension lesson, a writing lesson using a mentor text, and a math lesson. Science and social studies will be embedded in reading and math lessons. For grade levels 3-5, teachers will host live, virtual classes in reading, math, and science; social studies TEKS will be embedded with reading.

In secondary grade levels, including middle and high school, teachers of reading, math, science and social studies will engage in synchronous, live virtual instruction daily as seen on the sample schedule. Elective courses may require students to demonstrate mastery of a skill in person, with all safety parameters followed. For secondary students, a sound balance between synchronous and asynchronous learning opportunities will be provided.

All students will routinely be asked to show their proficiency by submitting a recording of their learning to Canvas (primary grade levels), or submitting an assignment, taking a test, or submitting an artifact demonstrating their learning. For students who the teacher has determined require additional direct instruction, practice with a given skill, or general intervention, the teacher may establish a synchronous learning opportunity via videoconferencing. Students will receive feedback from their teachers, at a minimum, on a weekly basis for all submitted work.

Acknowledging the need for social-emotional interaction for students is important to Judson ISD. Asynchronous Counseling and Guidance lessons will be available twice a month for every grade level in the district. Mindful Practices Class Catalyst is a tool all students will use for a daily check in that gauges their emotional state and provides them a self-awareness coping strategy to self-regulate their behavior. Counseling and Guidance lessons will be provided in Canvas for every grade level to support students social-emotional growth. There will also be opportunities for virtual live peer-to-peer interaction during the synchronous learning blocks that teachers will design in Canvas.

In addition to the campus schedules, each teacher will share their daily schedule with students and parents and establish times for daily office hours, opportunities to discuss student progress with parents, or meet with students for questions they may have, understanding that office hours resemble conference times during the traditional school setting. |
| How will teacher/student interactions be differentiated for students with additional learning needs? | If the teacher determines that a student requires additional direct instruction, practice with a given skill, or general intervention, the teacher may establish a synchronous learning opportunity via videoconferencing. Each campus will develop their own schedule following the district parameters to ensure instructional support staff is properly distributed and scheduled in order to meet student needs. The campus schedule will reflect evidence of scheduling support staff for students receiving Special Education services, including co-teachers, RtI Teachers, Dyslexia Support Teachers, GT Teachers and Bilingual Teachers.  

District-wide diagnostic assessments and formative assessments will be used in combination with teacher observation and classroom assessment to determine students’ needs for additional support. In the case where students are not showing daily progress, a special team of counselors, social workers, and attendance officers known as Judson’s CARE Team, will conduct visits to the home as indicated by campus administration to ensure all students have their needs met, even those needs beyond academics.  

English Learners, students with special needs, or in special populations, including Gifted and Talented, also have access to additional accommodations in the instructional materials. For academically fragile students, more frequent interactions with support staff and access to specialized tools and accommodations will be provided. The Special Education Team noted that in some cases, the self-paced instruction allowed students with special needs to demonstrate less anxiety and they adapted well to self-paced learning, thus allowing teachers greater liberty to provide needed accommodations, monitor progress more frequently, give instructional feedback and support to students and parents as needed, and provide specialized instruction to meet their specific needs. |
How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention of knowledge?

The Judson ISD Curriculum & Instruction Team revises the district curriculum every summer. Enhancements to the curriculum are made based on district level assessment data and feedback provided by teachers and principals. The enhancements to this year’s curriculum focus on providing online learning tools, scaffolding supports, strategies for differentiation, and electronic resources and instructional materials that support a remote learning environment. Teacher teams will use the district curriculum to collaboratively design daily online lessons that are coherent, follow the district scope and sequence, and cover all TEKS associated with that lesson. The District’s Summer Technology Conference was themed “Elevating the Virtual Learning Experience” and trained teachers on the following applications: Flipgrid, Quizizz, Screencastify, Nearpod, Padlet, Flippity, and Google Interactive Slides. This two-day conference focused on building the teachers’ skills to incorporate these applications into their virtual lessons so that all students can experience engaging and interactive J-Learning At-Home. The Judson ISD Curriculum is accessed by teachers through an authentication system, and within this system, there is a feedback button that allows teachers and special populations departments to provide immediate feedback to the curriculum specialists to ensure it is a viable resource document.

The Instructional Resources Chart hyperlinked outlines all of the instructional materials that Judson ISD uses for PK3 through 12th grade. It specifies names, whether a digital license is available, and whether the books are consumables in addition to other information. In order to adapt the resources for the virtual J-Learning at Home program, instructional learning kits will be prepared by campuses to distribute all of our consumable student books. This will allow students to use their 1:1 technology device for learning as well as place the consumable book directly in their hands. For many proclamations, the district purchased the digital license for the book making it easy for teachers to refer to the digital book in Canvas. In some instances, the district is using the IMA account to purchase digital licenses for certain books as needed. The district is also prepared to check out hardback books to students upon request. Imagine Learning is a district-wide resource that uses digital personalized learning paths after an initial diagnostic screener for reading and math.

The district has recently changed the start date for students allowing four more days of teacher workday to focus on instructional design. Teacher will use this time to study the updated curriculum, create lessons on Canvas for virtual instruction, and be well-prepared to begin with virtual instructions. The departments that specifically work with special populations, including Special Education, Response to Intervention, Dyslexia &
Section 504, CTE, English Learners, At-Risk, and Gifted and Talented created specific guidance on instructional methodology for special populations, solid Tier I instruction, specific accommodations, resources, and appropriate learning supports. In addition, all elementary resources are available in English and Spanish to support Dual Language Campuses across the school district.

What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?

Personalized support for English Learners and students who receive Special Education Services will be provided remotely as determined by each student's individual education plan (IEP) and/or Language Proficiency Assessment Committee (LPAC). Instructional staff will tailor instructional content and activities to meet the specific needs of these students.

The Judson ISD Bilingual and ESL Department developed the following guidance document to support teachers in accommodating materials for English Learners who select the remote learning option offered in Judson ISD. All Bilingual and English as a Second Language (ESL) teachers will follow the Judson ISD Curriculum, but in addition, will be required to ensure that all English Learners receive additional support as indicated in the Dual Language and ESL District Framework as summarized below, and is required of traditional learning and asynchronous remote learning.

Eligibility and Reclassification Assessments for Limited English Proficient Students

<table>
<thead>
<tr>
<th>Limited English Proficiency Eligibility &amp; Reclassification Testing</th>
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<tr>
<td>● <strong>PreLAS Test</strong>: Administered to all new-to-Texas students entering Pre-K3, Pre-K4, and Kindergarten if a response on the Home Language Survey indicates a language other than English.</td>
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<tr>
<td>● <strong>LASLinks Test</strong>: Administered to all new-to-Texas students entering 1st grade – 12th grade if a response on the Home Language Survey indicates a language other than English.</td>
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<td>● <strong>Reclassification Criteria</strong>: At the end of the school year, Judson ISD may reclassify an English learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment options established by the Texas Education Agency. These assessment options include STAAR Reading, TELPAS, and/or LASLinks Test.</td>
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Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC.

Dual Language Program Support for Virtual Asynchronous Learning
<table>
<thead>
<tr>
<th>One-Way Model</th>
<th>English Oral Language Development. This time will include, but is not limited to:</th>
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<tr>
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<td>● 30 minutes daily of <strong>English</strong> Oral Language Development. This time will include, but it is not limited to:</td>
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<tr>
<td></td>
<td>○ Morning message</td>
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<td></td>
<td>○ Songs, nursery rhymes, tongue twisters</td>
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<td></td>
<td>○ Shared reading</td>
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<tr>
<td></td>
<td>○ Read Alouds</td>
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<tr>
<td></td>
<td>○ Shared reading</td>
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<tr>
<td></td>
<td>○ Shared writing</td>
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<td>● Phonological Awareness (Pre-K3 through 2nd grade) and Phonics Instruction (Kinder-5th) daily in both <strong>English</strong> and <strong>Spanish</strong>.</td>
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<tr>
<td></td>
<td>● Read Aloud focused on vocabulary and English language development</td>
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<td></td>
<td>● Dictado strategy to develop grammar, spelling, and writing skills in <strong>English</strong> and <strong>Spanish</strong> language.</td>
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<td></td>
<td>● Teacher will schedule one-on-one tutorials and intervention time to support students’ individual needs.</td>
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<tr>
<td></td>
<td>● Students must be able to complete and turn in assignments that demonstrate <strong>English</strong> language development in listening, speaking, reading, &amp; writing via Canvas.</td>
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<tr>
<td></td>
<td>● TELPAS domains practice using Flipgrid via Canvas.</td>
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### Dual Language Program Support for Virtual Asynchronous Learning – cont.

| Two-Way Model        | 30 minutes daily of **English** and **Spanish** Oral Language Development. Students will alternate daily between languages using an A/B schedule. Students must be able to practice listening, speaking, reading, and writing in their target language. This time will include, but it is not limited to:  
| Coronado Village Elementary |  
| Hartman Elementary | ○ Morning message  
| Hopkins Elementary | ○ Songs, nursery rhymes, tongue twisters  
| Wortham Oaks Elementary | ○ Read Alouds  
|                        | ○ Shared reading  
|                        | ○ Shared writing  
| ● Phonological Awareness (Pre-K3 – 2nd) and Phonics Instruction (Kinder-5th) daily in both **English/Spanish**.  
| ● Read Aloud focused on vocabulary and **English/Spanish** language development  
| ● Dictado strategy to develop grammar, spelling, and writing skills in **English/Spanish** languages.  
| ● Teacher will schedule one-on-one tutorials and intervention time to support students’ individual needs.  
| ● Students must be able to complete and turn in assignments that demonstrate **English/Spanish** language development in listening, speaking, reading, & writing via Canvas.  
| ● TELPAS domains practice using Flipgrid via Canvas. |

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### English As A Second Language Support for Virtual Learning
| ESL Content-Based in Elementary Campuses | Students will receive virtual instruction from ELAR teachers that are ESL certified.  
Teachers will be aware of ESL students’ English language proficiency levels and will use the linguistic accommodations designated during the LPAC meeting to engage English learners in a virtual setting. |
| ESL Pull-Out in Secondary Campuses | Students will receive virtual instruction from ELAR teachers that are ESL certified.  
ESL teachers will schedule one-on-one tutorials and intervention time to support students’ individual needs.  
ELLA & ELDA courses will be available in a virtual setting to Newcomers in high school.  
Teachers will be aware of ESL students’ English language proficiency levels and will use the linguistic accommodations designated during the LPAC meeting to engage English learners in a virtual setting. |

Students with disabilities in Judson ISD are instructed in the Least Restrictive Environment (LRE) as delineated in their IEP. Judson offers the full continuum of special education services for students with disabilities.

**Special Education Supports and Services for Students with Disabilities in General Education Instructional Settings**

| Judson ISD utilizes Inclusive Models of Instructional Delivery as part of a Continuum of Special Education Services and Supports. | • JISD utilizes inclusive models of instructional delivery. These inclusive service models include the 1) Instructional Support Model and the 2) Co-Teach Model.  
• Students with disabilities in inclusive settings will receive remote learning lessons and instructional activities via Canvas along with their non-disabled peers.  
• Students receive instructional support services provided by special education staff per week. Duration and frequency of services are delineated in a student’s IEP.  
• For students receiving Co-Teach services, students with disabilities receive instruction provided by a general education and special education teacher per course per week. Duration and frequency of services are delineated in a student’s IEP.  
• Special education staff schedule tutorials and intervention time to support students’ individual needs, as appropriate.  
• Special education staff use digital tools to assist with student accommodations (i.e. virtual manipulatives) per student IEP.  
• For K-5, Amplify has created mClass for assessment of remote learning.  
• For 6-12, Renaissance has created FRECKLE for assessment of remote learning. |
| Judson ISD special education teachers provide direct instruction to students with disabilities as part of a Continuum of Special Education Services and Supports. | • Students with disabilities complete and turn in assignments that demonstrate mastery in core content areas via Canvas.

• General education and special education teachers ensure that instructional accommodations and modifications are provided, as appropriate. Staff review student’s most current IEP and implement student accommodations per IEP.

• Paraprofessionals support teachers and students during remote learning by creating instructional materials, implementing instructional strategies, providing reteach/remediation, and assist students with independent activities and small group activities in break-outs rooms. |

| Special Education Supports and Services for Students with Disabilities in Special Education Instructional Settings | • Students with disabilities can receive direct instruction provided by a special education teacher, per their IEP. Students must have a demonstrated need for extensive accommodations and a demonstrated need for extensive support from special education staff in order to access key elements of the curriculum.

• Direct instruction is provided through remote learning lessons and instructional activities via Canvas.

• Students in Behavior and Academic Curriculum (BAC) programs and Resource programs utilize TEKS-based instruction and district resources taught to non-disabled students.

• Structured collaboration occurs with special education teachers, paraprofessionals, and related service providers.

• For students in Early Childhood Special Education, Life Skills, and APPLE programs, ULS & Vizzle data tracking and assessment tools are utilized to measure student understanding. The Unique Learning System (ULS), an alternate curriculum, is used to instruct students in these programs.

• In collaboration with teaching staff, paraprofessionals provide guided and independent practice lessons to students in remote break out rooms via Canvas.

• Paraprofessionals support teachers and students during remote learning by creating instructional materials, implementing instructional strategies, and providing reteach/remediation and independent activities in break-out rooms. |
| Special education teachers review student’s most current IEP and implement student accommodations per IEP. |
| Special education staff use digital tools to assist with student accommodations (i.e. virtual manipulatives). |

### Speech and Related Services

| JISD provides speech and related services to eligible students with disabilities. |
| Speech and related services are provided to students with disabilities who are eligible for these services. Service providers utilize remote learning and other instructional methods to provide services. Individual, small group services are provided, as appropriate. |
| Digital resources are available to staff for student use in the area of speech and related services. Digital resources can be utilized by parents. |

### Student Accommodations and Resources

| JISD utilizes a wide variety of instructional and behavioral resources for staff to use. |
| Instructional and behavioral accommodations, and strategies are available to staff via Google docs, the Department of Special Education website, and via Department created webinars, and select websites. |
| Digital resources are available to staff in the area of speech and related services. |
| Co-Teach videos are available to campus administrators and staff to train and review in support of co-teaching practices. |
**Student Progress:**
Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

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<th>Component</th>
<th>Explanation</th>
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| What is the expectation for daily student engagement? | As per TEA’s funding requirements, Judson ISD students will be expected to engage each instructional day via Canvas, or through a live, virtual video conference with the teacher. Student progress will be monitored daily through any of the following means:  
  - Via the LMS by students progressing on an assignment, such as watching a prerecorded lesson on the LMS  
  - By students submitting assignments via the LMS system  
  - Through teacher student interactions via a synchronous lesson as a whole group, small group, or individualized  
  - Through a phone call between student and teacher to discuss academic progress (must be logged)  

If students do not engage as described above, they will be marked “Asynchronous-Absent”. For every day the student is marked absent, an automated phone call will be made home. A parent note or doctor’s excuse will be required to be submitted to campus upon the student’s return to asynchronous learning, similar to the traditional requirements of face to face instruction. For students who have been marked absent for 3 consecutive days, the Judson ISD Care Team will conduct a home-visit and follow through with parents to make sure all students show academic progress daily.  

Further expectations appropriate to grade level, in addition to those described above, may be shared by campuses. All students will participate daily through multiple synchronous and asynchronous learning opportunities, which include a wide variety of instructional tasks, formative assessments, open-ended responses, video responses, assignment submissions, virtual tutoring, project-based learning, or other tasks. Although not required, students may participate in office hours. However, students who are assigned to small group instruction by a teacher will be required to engage in the live virtual learning with the teacher, in addition to the asynchronous activities prescribed to the students via their weekly agenda.
What is the system for tracking daily student engagement?

Student progress will be monitored *each instructional day* through any of the following means:

- Via the LMS by students progressing on an assignment
- By students submitting assignments via the LMS system
- Through teacher student interactions, such as via a synchronous lesson as a whole group, small group, or individualized
- Through a phone call between student and teacher to discuss academic progress (must be logged)

Although the district is selecting an Asynchronous Model for Remote Learning, we expect all teachers to make live virtual contact with students daily. However, we want to offer students and parents the flexibility to check-in with teachers at times that are convenient for them, so the district will offer live virtual instruction in the evening as well. In line with flexibility, the mere fact of offering asynchronous learning also allows students to access their carefully drafted lessons with built-in instructional supports anytime during the day.

For asynchronous learning, teachers will take attendance daily by marking students absent or present in Frontline, our attendance tracking system. Teachers will code present students as "remote asynchronous present" everyday *by the end of the workday*. Teachers will have the ability to change an absence for a student to “remote asynchronous present” the next morning *by 12 noon* for a student that engaged in work after school hours but before 12 midnight on the previous day. Campus PEIMS and Attendance Clerks will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted.
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<tr>
<th>Daily Attendance Marking</th>
<th>Daily Attendance Coding</th>
<th>Criteria for Engagement = Criteria for Attendance</th>
<th>Daily Attendance Time Taking</th>
</tr>
</thead>
</table>
| Present                 | Remote Asynchronous Present | All students will be marked Remote Asynchronous Present. Students are engaged for the instructional day by meeting one of the formats below:  
  - Via the LMS by students progressing on an assignment  
  - By students submitting assignments via the LMS system  
  - Through teacher student interactions, such as via a synchronous lesson as a whole group, small group, or individualized  
  - Through a phone call between student and teacher to discuss academic progress | Attendance will be taken daily by the end of the workday indicated below. This means that teachers will monitor and check for engagement as indicated in the criteria for engagement.  
  - Elementary by 3:30 pm  
  - Middle School by 4:00 pm  
  - High School by 5:00 pm |
| Absent                  | Absent                  | Students that are not engaged for the instructional day as described above in the criteria for engagement will be marked absent. Teachers will have the ability to change an absence for a student to “remote asynchronous present” the next morning by 12 noon for any student that engaged in the LMS after school hours before 12 midnight on the previous day. | Attendance will be taken daily by the end of the workday indicated below. If a teacher needs to change an absence to “remote asynchronous present” they must do so by 12 pm the next day.  
  - Elementary by 3:30 pm  
  - Middle School by 4:00 pm  
  - High School by 5:00 pm |
| **How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?** | Expectations for daily student engagement mimic the progress that is expected of students who select a face to face model. The learning objectives, student activities or projects, and expected level of engagement is no less rigorous than a traditional setting. However, adjustments are made to tailor J-Learning-at-Home for students and parents, including scaffolding and level of support that are suitable for an asynchronous virtual learning environment. Structures to ensure daily engagement are set in place and these would hold true for face to face learning as well as asynchronous learning. TEA’s guidelines for attendance, class size, and grading guidelines would be consistent with those as an on-campus learning environment. |
| **What is the system for tracking student academic progress?** | Student progress will be tracked via the LMS system, Canvas, through formative asynchronous daily assessments as well as summative end of unit assessments. The JISD Curriculum includes end-of-unit assessments that teachers can assign to students, but classroom teachers will develop tasks, short checkpoint assessments, daily assignments, projects, essays, open ended responses, and classroom tests that are assigned throughout the unit of instruction and used to check for mastery.

In addition to the daily assignments and teacher developed online tests and formative assessments, Judson ISD uses universal screeners in reading and math in Grades PK-4 through 8th grade to provide diagnostic screening and help place students in an online pathway to personalize learning. The universal screeners are used to determine the student’s base level reading and math skills and allow the teacher to use the information to design and personalize the instruction for each student. The kinder screener (TX-KEA) is supported with instructional videos that students can access online. The Reading Screeners will measure phonological awareness, letter knowledge, vocabulary, decoding and spelling - see chart below. Teachers can assign practice through the use of free sites such as readingbear.org or free apps that are included in curriculum unit guides or virtual text through HMH and other web based sources. Imagine Learning (IL) will provide the Reading Universal Screeners in 3<sup>rd</sup>-8<sup>th</sup> and Math Universal Screeners in 1<sup>st</sup>-8<sup>th</sup>. Both Imagine Learning Reading and Math Programs use adaptive technology to develop individualized learning paths for students based on screener results. Additionally, teachers are able to augment the student’s learning path to address content in alignment with Judson ISD Curricular Documents. |

**District Diagnostic Screeners for Judson ISD**

Students enrolled in the J-Learning at-Home plan would follow the same Grading Guidelines as those enrolled in face-to-face Learning. Therefore, they are assessed on the same amount of daily assignments and tests per nine weeks as
their on-campus peers to measure learning and determine the level of academic support needed. The Judson ISD Grading Guidelines are posted for Elementary and Secondary. All teachers are expected to grade student work and provide feedback on a weekly basis as delineated in the Grading Guidelines. All grades must be posted to Frontline, the District Gradebook, each instructional Monday by 4:30 pm. Parents have full access to student work, interactions with teachers, assignment submissions and feedback through Canvas Parent Portal, as well as our new Parent Self Serve Frontline Portal. Parent Self-Serve provides access to student’s attendance, progress reports and report cards, state testing information, and registration. Parents will also have the ability to email teachers and set-up alerts to monitor attendance and grades. The expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via the J-Learning At-Home Commitment Form.

Judson ISD is planning for a 1:1 device roll-out to be completed by start of school year. It is of utmost importance that virtual learning does not create equity gaps across the district. Therefore, Judson ISD has installed WiFi antenna at all elementary campus parking lots. In addition, several school buses with WiFi systems will be placed strategically across the district in places where families have identified to have limited or no internet access.

| What is the system for providing regular (at least weekly) feedback to all students on progress? | Students enrolled in J-Learning at-Home will receive feedback at least weekly through any of the following:  
- Canvas LMS through teacher written feedback on assignments graded  
- Frontline Gradebook through numerical or alpha grades assigned  
- Instructional Software, such as assigned reading or math pathways that provide immediate feedback or are adaptive in nature  
- Individually or as a whole group when the teacher shares results from an exit ticket  
- Through formal parent/teacher/student conferences or phone calls to discuss student progress  
- Through virtual check-ins with their teacher during office hours  
- During additionally assigned individual or small group support times, intervention time, co-teach virtual settings  
- Via chat (individual and group chat) features, email, report cards, interim progress reports, and letters to parents |
Implementation:
Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

I. The Judson ISD Professional Learning Calendar demonstrates preparation for the 2020-2021 school year and support for both on-campus and remote asynchronous learning. The professional learning courses in this PD Calendar have specifically focused on designing content, preparing to deliver asynchronous instruction, and supporting students enrolled in the J-Learning at-Home program. Click on calendar for larger view.
II. Describe your professional development for educators to support asynchronous instruction.

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| How will both initial and ongoing, job-embedded educator development opportunities occur? | Judson’s Professional Learning Calendar shows the professional development provided since March 2020 that prepares teachers for remote asynchronous instruction as well as on-campus learning. It specifically highlights initial training and designates areas of on-going training. Much of the on-going training will occur through afterschool virtual faculty meetings, Curriculum & Instruction Roadshows (monthly after school trainings provided by the Instructional Specialists), as well as the days designated for on-going campus training. Professional Learning Communities are a staple in education and will occur through a virtual platform, but still focus on answering the 4 main questions: What are students expected to do? How will they accomplish their learning? How will we know they have mastered the content? What will we do for students who have not yet demonstrated mastery? 

Prior to the start of school year, **ALL** teachers will receive training on the following tools:

- **Canvas** - Training on the District Learning Management System will be offered during the Back-to-School District PD Days, in addition to Asynchronous Professional Development Courses that teachers will take on their own summer time.
- **Frontline** - Training on the district’s new Student Information System (SIS), grading and attendance tracking components, will be offered during the Back-to-School Campus PD Days. This training uses a Training of Trainer Models (TOT), and one or several assigned TOTs will serve each campus for continued support throughout the school year. The Student Information Department is also available to provide additional support as needed for continued campus training on the Frontline System.
- **Technology Conference** -The District’s Summer Technology Conference was themed “Elevating the Virtual Learning Experience” and trained teachers on the following applications: Flipgrid, Quizizz, Screencastify, Nearpod, Padlet, Flippity, and Google Interactive Slides. This two-day conference focused on building the teachers’ skills to incorporate these applications into their virtual lessons so that all students can experience engaging and interactive J-Learning At-Home.
- **Core Content** - In order to enhance the remote asynchronous learning experience, teachers will participate in further development of their core content in the District PD in order to design robust
virtual lessons. The overview provided by the Professional Learning Leaders (district teacher leaders) will incorporate the use of Lead4Ward’s Virtual Playlist, which is a handy tool that allows teachers to take the traditional setting engagement playlist and convert it to virtual.

Other professional learning sessions offered to specific groups of included:

- **Admin Summit** - Four day professional learning opportunity focused on preparing for our virtual learning remote asynchronous plan for 2020-2021.
- **New Teacher Academy** - Allows new teachers to Judson ISD to become familiar with the online curriculum, effective virtual learning strategies and the numerous special programs offered throughout the district.
- **Special Education Summit** - Focused on how to provide support and accommodations to learners enrolled in on-campus instruction and J-Learning at Home.
- **Science of Teaching Reading Academies** - Will be implemented this year with all elementary principals and 3rd grade teachers, including the bilingual cohorts. This will help enhance the pre-recorded lessons for early literacy.
- **Lead4Ward Reimagining Data for Closing Gaps** - Provided an overview of the academic results and TEKS performance to develop an action plan to gain success.
- **Tips and Tools for Virtual Professional Learning** offered to campus Academic Coaches
- **Jim Knight Instructional Coaching** for Academic Coaches, Academic Trainers, Instructional & Special Education Specialists, Teaching and Learning Directors
- **Blended Learning** - Middle and High Schools received Blended Learning PD with a focus on building lessons to implement virtual learning. Middle Schools will receive Blended Learning Coaching during the school year.
- **Mentor Teacher Cohort** - Provides Mentor Teachers effective coaching strategies to support new teachers to the district.
- **New Teacher Cohort** - On-going quarterly professional learning support for new teachers with zero through two years of experience to become familiar with goal setting, classroom management, research-based instructional strategies, and differentiated instruction.
| How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data? | In Judson ISD, curriculum, instruction, and assessment work together to yield strong learning outcomes. Formative assessment in particular will be used in every daily asynchronous lesson to drive instruction and measure student attainment of concepts. The professional learning offerings focus on building the teacher’s toolkit in analyzing student data to ensure that asynchronous instruction is tailored based on the strengths and weaknesses identified in the data. These data sets will be used to design content in Canvas that is more robust, to design instruction that yields positive students outcomes, or develop interventions that will fill gaps and ensure all students master the concepts.

Instructional Specialists also deliver monthly virtual Road Shows that support using district, campus, and teacher level data to make instructional decisions and design instruction. Our partnership with Lead4ward will be leveraged to ensure that we are selecting the right data source(s) for educators and focus on power standards as they design asynchronous instruction. Teachers will use daily formative assessments on Canvas to track asynchronous progress in a timely manner and will analyze the Canvas reports related to student engagement, allowing them to adapt the course content to meet the needs of their learners. To increase engagement, teachers can differentiate the products that students are asked to submit, the manner in which the content is delivered, or the process for the students with whom they work. |
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### III. Describe your communication and support plan for families engaging with asynchronous learning:

Judson has a plan for explicit communication and support of families to support asynchronous work at home.

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| **How will you communicate the expectations for asynchronous instruction to families?** | Families will receive district and campus level communication through:  
  - Campus community forums held virtually were the first step in principals sharing pertinent information regarding the J-learning at-Home model  
  - District communication channels, including Bright Arrow Mass Communication System and Peach Jar Flyers  
  - District and campus social media channels, including Facebook, Twitter, and Judson ISD YouTube  
  - The Judson ISD Return to Learn Website includes the latest information on the J-Learning-at-Home, including FAQs, Back-to-School Guidance Documents, Frontline Parent Self-Serve (Parent Portal) and information related to COVID-19.  
  - Various newsletters, including Monday's Superintendent Message, the Return to Learn Newsletter from the Communications Team, C&I Newsletters, Counseling and Guidance Newsletters, and Special Education Newsletters keep educators and families abreast of services available, resources and various support for families. |
| **What are the expectations for family engagement/support of students?** | Judson ISD values parents as our partners in education. Families are expected to support students as they engage in their LMS content, especially younger learners who may need help logging on and submitting assignments in Canvas. Teacher virtual hours are optional for students and teachers, but greatly encouraged for parents to engage in meetings with their child’s teacher, learn how to support their learning, and ask questions. The J-Learning At-Home Commitment Form highlights the expectations for students and their parents/guardians regarding asynchronous learning. The expectations include a comfortable place for students to work, providing Wi-Fi access for students enrolled in J-Learning-at-home, daily student engagement in the LMS, following the campus schedule for remote learning, and communicating with their child’s teachers in the case of any questions/concerns. |
**What additional supports, training, and/or resources will be provided for families who may need additional support?**

Judson ISD has set additional support measures in place for families in need that include training and resources.

- **Student Learning Kits** will be distributed at the beginning of the year for all those enrolled in asynchronous instruction. The learning kits will include consumable books and instructional materials.
- **The CARE Team** is ready to provide support beyond instruction for low socio-economic students, including hygiene services, counseling and guidance services. They are also leading all family outreach and district community engagement services.
- **The Family Leadership Institute Cohorts** will be established district-wide and focus on providing services for families who have experienced trauma. The curriculum will encourage healthy relationships and build a stronger connection between schools and families. It also focuses on socio-emotional learning and will help families prepare their students for College and Career Readiness.
- **The Parent Online Academy** offers a weekly video conference with parents on topics that support the J-learning at-Home instructional model. Navigating the Judson ISD Portal and Supporting Learning at Home are just a few of the topics that will be discussed with parents during these evening sessions. Once a month, there will also be a Saturday Parent Session for those who are not able to attend an evening session during the week.
- **Students who belong to campuses that are part of Communities in Schools**, including Candlewood Elementary, Woodlake Elementary, Park Village Elementary, Metzger MS, Kirby MS, Woodlake Hills MS and Wagner HS will receive free school supplies whether enrolled in on-campus instruction or J-Learning at Home.
- **All students will receive a personal electronic device (Chromebook)** to engage in the LMS. All elementary campus parking lots have installed Wi-Fi antennas and buses with Wi-Fi will be strategically placed in locations with limited access to the internet.
- **The Child Nutrition Department** will provide meals to all students enrolled in the Remote Learning Instructional Model through curbside pick-up or delivery to the student’s designated bus stop (on scheduled days).