

LEGACY PREPARATORY



CHARTER ACADEMY

Please check the grade level(s) for which these open response descriptions/attachments apply.

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.

<input type="checkbox"/> PK3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> PK4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12

Instructional Schedule

Description: While in a remote learning environment, time management is critical to success. Students, depending on grade level, would receive a “Weekly Agenda” that shows how the instructional day is structured to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and asynchronous times. That way, students and families can plan for the week and understand what is expected each week.

Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance. Students and teachers will have time to interact and build a community of learners in both synchronous and asynchronous pathways.

K-5 Schedule for At-Home Learners

Time	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
30 min Suggested time: 8 am	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus

Instruction:

Students receive **180+** minutes of both synchronous and/or asynchronous instruction each day. Reading Language Arts, Math, Social Studies and Science asynchronous instruction throughout the day. All instructions, videos and assignments will be within their assigned Google Classroom, K - 5 (PBL will be inclusive in all content areas). There are some community and synchronous activities that will facilitate community and student engagement, as well as provide additional support.

Teacher Work Hours:

8:30am -11:30am Teacher is available to help students/parents, facilitate, and answer questions.
 12:30pm - 2:30pm Teacher is available for small group instruction, to help students/parents, and answer questions.
 2:30pm - 3:00pm Teacher Housekeeping time
 3:00pm - 4:30pm Teacher Meeting/Office Hours - answer emails, grade activities, meet w parents, etc.
 Once a week, from 4:30-6:30pm, Teacher Late Office Hours (Please contact your teacher for the assigned day)

This schedule will be different on the day your child's grade goes to elective all afternoon to allow for long planning for teachers.

Suggested Time, by segment, to Spend on the Content Areas within the PBL projects:

25 min	Reading Language Arts	Reading Language Arts	Reading Language Arts	Reading Language Arts	Reading Language Arts
20 min					
25 min	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
20 min					
60 min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
25 min	Science	Science	Science	Science	Science
20 min					
25 min	Social Studies/Spanish	Social Studies/Spanish	Social Studies/Spanish	Social Studies/Spanish	Social Studies/Spanish
20 min					
15 min	Break/Snack/ Exercise	Break/Snack/ Exercise	Break/Snack/ Exercise	Break/Snack/ Exercise	Break/Snack/ Exercise

45 min	Specials: Chinese, PE, Art, Music	Specials: Chinese, PE, Art, Music	Specials: Chinese, PE, Art, Music	Specials: Chinese, PE, Art, Music	Specials: Chinese, PE, Art, Music
25 min	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation WRITING/OPEN
25 min	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation
25 min	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation MATH/SS	Special Pops/ Small Group Instruction per invitation ELA/SC	Special Pops/ Small Group Instruction per invitation MATH/SS
30 min	Prime Time	Prime Time	Prime Time	Prime Time	Prime Time
90 min	Teacher Office Hours 3 - 4:30 pm except for the once a week late office hours				



Asynchronous= Defined as a curricular experience where students engage in the learning materials on their own time, interacting



Synchronous= Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone

6-12 Schedule for At-Home Learners

Time	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Suggested time 15 min	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus	Community Circles SEL, Mindfulness Focus

Instruction:

Students receive **300+** minutes of instruction daily: **180** minutes of synchronous instruction each day for small group instruction or intervention. **180** minutes of Reading

Language Arts, Math, Social Studies and Science asynchronous instruction throughout the day. All instructions, videos and assignments will be within their assigned Echo platform (PBL will be inclusive in all content areas). There are some community and synchronous activities that will facilitate community and student engagement, as well as provide additional support.

Teacher Work Hours:

8:30am -11:00am Teacher is available for small group instruction, to help students/parents, and answer questions.
 12:00pm - 3:15pm Monday to Thursday Teacher is available to help students/parents, facilitate, and answer questions.
 12:30pm - 3:00pm Friday Teacher is available to help students/parents, facilitate, and answer questions.
 3:15pm - 4:30pm Teacher Meeting/Office Hours - answer emails, grade activities, meet w parents
 Once a week, from 4:30-6:30pm, Teacher Late Office Hours (Please contact your teacher for the assigned day)

Suggested Time by Period

8:00-11:00	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation
	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform
	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation
	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform
	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation	Special Pops/Small Group Instruction/Workshops per invitation
	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform	Daily Activity and/or Free Choice Learning Platform
	All Other Student's Activities during this time: <u>Daily Activities</u> Independent Reading Journal Writing Independent Project Design Work		<u>Free Choice Learning Platforms</u> Lexia SORA Edgenuity ReadWorks Naviance		
<p>High school students may use this time to attend small group instruction, additional project workshops, Lexia, SORA, Readworks, advancement by taking classes on Edgenuity, Naviance College, and Career Readiness Learning Platforms. Middle school students may use this time to attend small group instruction, additional project workshops, Lexia, SORA, Readworks. Dyslexia and Special Education services may be implemented during this time.</p>					

11:00-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	1st Period	5th Period	Rotations	1st Period	5th Period
12:50-1:35	2nd Period	6th Period	Rotations	2nd Period	6th Period
1:40-2:25	3rd Period	7th Period	Rotations	3rd Period	7th Period
2:30-3:15	4th Period	8th Period	Rotations	4th Period	8th Period
3:15-4:30	Teacher Office Hours 3:15 - 4:30 pm except for the once a week late office hours				



Synchronous= Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone.



Asynchronous= Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices, or over the phone.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
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<p>What are the expectations for daily student interaction with academic content?</p>	<p>Daily student interaction in remote asynchronous learning:</p> <p>Tasks are identified as either synchronous or asynchronous.</p> <ul style="list-style-type: none"> → For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and/or all together. → During asynchronous learning, students will be able to progress at their own pace through the content. The degree of flexibility will be tailored to the grade band (e.g., PK-5 schedules may be more prescriptive than 9-12, which may allow for more student agency). <p>Students, regardless of learning environment, will engage in high quality learning experiences aligned to LPCA curriculum and Texas Essential Knowledge and Skills.</p> <p>The students' experience during remote learning will include utilization of the platforms Google Classroom in grades K-5, and Echo in grades 6-12. The expectations for both will include a rigorous coursework and follow the same grading guidelines as face to face instruction.</p> <p>All students are expected to engage in both synchronous and asynchronous instruction within the scheduled times. Students will engage in the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices, or over the phone. The student will be able to communicate with the teacher and will also receive some two-way, real-time, live, instruction during assigned synchronous times.</p> <p>The teachers with the assistance of the curriculum design team are working to ensure assignments and activities scheduled for each day meet these timing requirements. We will be distributing all our K-12 students in the fall with ipad or laptops. As a result, we anticipate all students will be able to engage in online learning as planned.</p> <p>Students will engage in Reading Language Arts, Math, Social Studies and Science asynchronously daily. Other subjects/electives will engage in asynchronous instruction. Additionally, students are expected to participate daily in synchronous time during community circles, SEL with mindfulness focus and it is also expected that all students will participate in small group tutorials/prime time intervention daily.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Students will receive an agenda in our Learning Management System (LMS) that outlines daily schedules, expected learning activities, and assignments for completion.</p> <ul style="list-style-type: none"> → For K-5, students will learn both synchronous and asynchronous, participating in 180+ total minutes of learning across core content daily. Students will engage in 75+ minutes of synchronous academic instruction daily during small groups/prime time, along with 30 minutes of synchronous community circle/morning routines time. The remainder of the day, approximately 180+ minutes, will be spent in self-directed asynchronous instruction leveraging both district created resources and TEKS-based materials. → For 6-12, students will participate in more synchronous and asynchronous learning time than in K-5. Students will complete approximately 300+ minutes of instruction daily: 180 synchronous academic instruction (small group/intervention/tutary), 15 synchronous community circle/daily routines, and 180 asynchronous across all subjects.
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will interact with teachers daily via multiple mechanisms:</p> <ul style="list-style-type: none"> → Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades K-12. → Teachers plan appropriate project based learning while implementing asynchronous activities for students to complete each day, communicate expectations for engagement and assignment submission. → Community Circles/Daily routines time: students in all grades will begin their day synchronously with their teacher → All students will engage in asynchronous learning for reading language arts, math, science, and social studies daily.

	<ul style="list-style-type: none"> → Teachers will be available to students for feedback, communication, and questions during their scheduled asynchronous learning periods each day unless they are working with small groups during that time → Synchronous small group instruction and intervention will be offered daily for students based on proficiency and progress to support personalized instruction. Students will be served in groups of 4-6 at a time.
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>LPCA has developed instructional expectations for Resource and Inclusion, Dyslexia, Bilingual and Elementary English as a Second Language (ESL), Specialized Program, among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings. The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. This list is comprehensive, but not exhaustive of all plans and responsibilities.</p> <p>Special Education Services:</p> <ul style="list-style-type: none"> → ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the Virtual Learning program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored to ensure continued growth in the general education curriculum and on IEP goals and objectives. <p>Bilingual and English as a Second Language Services:</p> <ul style="list-style-type: none"> → Bilingual/ESL certified teachers will meet the needs of our English learners with differentiated instruction. We will provide additional support as determined by the LPAC committee. The instructional needs of each scholar are different and support will be determined based on English language proficiency levels of each student. There will be a focus on language acquisition as well as content progress in order to support the progress for each English learner. <p>Gifted and Talented Services:</p> <ul style="list-style-type: none"> → Scholars identified as gifted and talented will receive services through differentiated instruction by their teachers. The teachers will utilize the Renzulli Learning Platform. The services will be provided during GT rotations, GT Saturday School, and GT Summer Camps. <p>Inclusion Support Services (Requirements for Resource/Inclusion, Teachers and Paraprofessionals):</p> <ul style="list-style-type: none"> → Instructional Support Logs will be kept for all students receiving special education services during any virtual learning → Ensure you are invited as a teacher to all Google Classrooms in the classes you serve. <p>Resource Services:</p> <ul style="list-style-type: none"> → Special Education Teachers will meet virtually with all students daily per schedule of services. → Special Education Teachers will collaborate with general education instructional staff for each resource program they are providing. → Resource Support Logs will be kept for all students receiving special education services during any virtual learning.

Materials Design

Description: LPCA staff will implement TEKS Resource System, New Tech Network, and various other TEKS and research based instructional materials. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Teachers, students, other instructional staff and parents will be trained or provided the means by way of videos to bolster what software, program and

technology is being offered to more readily engage students. Specifically, to ensure coherence and continuity, LPCA will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>LPCA will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new PBL project.</p> <p>LPCA will use tools from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the scope and sequence as needed and as appropriate for the order of the content.</p> <p>LPCA will use the TRS Year at a Glance and Instructional Focus documents for all core content areas.</p>
Other TEKS and research based instructional materials	<p>LPCA will leverage other Virtual TEKS and research based instructional materials for all grade levels and content areas.</p> <p>In addition, LPCA will leverage other TEKS-based instructional materials to support addressing unfinished learning within the NTN PBL scope and sequence and as personalized digital learning tools.</p>
New Tech Network (NTN)	<p>LPCA will use the support of NTN in research and measurement of our Project Based Learning. We use their formative information so they can continue to improve our program.</p> <p>NTN already has a virtual/remote component on it's usage of Echo platform as the LMS for 6-12. The k-5 grades will use NTN within their LMS of Google Classroom Platform.</p> <p>LPCA will use NTN to inspire and engage all students. It offers relevant and authentic learning experiences in all subjects.</p> <p>LPCA will use NTN tools so students can develop skills essential for both college and career, in addition to mastering academics.</p>

Instructional Materials

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?

<p>Math Instructional Materials</p>	<p>K-12</p>	<p>Dreambox (K-2) Imagine Math (Gr 2-12) Brainpop (K-12) BrainingCampMath (K-12) TI Nspire Graphing Calculator Software District Created Resources (TEKS Resource System)</p>	<p>District Created Resources (TEKS Resource System) District Developed Assessments Eduphoria MAP Monitoring with feedback to teachers of lesson plans Instructional support for progress monitoring via instructional coaches Formative assessment</p>	<p>Yes TEKS will be adapted if needed through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum.</p>	<p>Access to supplemental aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student’s IEP. Parent Training regarding the use of accommodations and supplemental aids will be provided as needed.</p>	<p>Bilingual and ESL teachers will utilize ELPS and allowable instructional accommodations throughout the lesson plan in both face to face and virtual. ELPS are written in lesson plans, and provided to students via LMS platforms such as google classroom and ECHO. SIOP training for teachers to include EL strategies in Math courses.</p>
<p>RLA Instructional Materials</p>	<p>K-12</p>	<p>istation (K-8) Lexia Epic (K-5) Brainpop (K-5) ReadWorks Scholastic Online (K-5) SORA Overdrive(Local Library) Literacy Resources District Created Resources (TEKS Resource System)</p>	<p>District Created Resources (TEKS Resource System) District Developed Assessments Eduphoria MAP Monitoring with feedback to teachers of lesson plans Instructional support for progress monitoring via instructional coaches Formative assessment</p>	<p>Yes TEKS will be adapted if needed through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum</p>	<p>Access to supplemental aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student’s IEP. Parent Training regarding the use of accommodations and supplemental aids will be provided as needed.</p>	<p>Bilingual and ESL teachers will utilize ELPS and allowable instructional accommodations throughout the lesson plan in both face to face and virtual. ELPS are written in lesson plans, and provided to students via LMS platforms such as google classroom and ECHO. SIOP training for teachers to include EL strategies in RLA courses.</p>

<p>Science Instructional Materials</p>	<p>K-12</p>	<p>Brainpop CK-12 Readworks Newsela Scholastic Online District Created Resources (TEKS Resource System) District Developed Assessments Teacher/District created Project Based Learning</p>	<p>District Created Resources (TEKS Resource System) District Developed Assessments Eduphoria MAP Monitoring with feedback to teachers of lesson plans Instructional support for progress monitoring via instructional coaches Formative assessment</p>	<p>Yes TEKS will be adapted if needed through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum Yes</p>	<p>Access to supplemental aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP. Parent Training regarding the use of accommodations and supplemental aids will be provided as needed.</p>	<p>Bilingual and ESL teachers will utilize ELPS and allowable instructional accommodations throughout the lesson plan in both face to face and virtual.. ELPS are written in lesson plans, and provided to students via LMS platforms such as google classroom and ECHO. SIOP training for teachers to include EL strategies in science courses.</p>
<p>Social Studies Instructional Materials</p>	<p>K-12</p>	<p>Scholastic Online (K-5) Epic (K-5) Brainpop (K-5) Literacy Resources Teacher Created Materials District Created Resources (TEKS Resource System) District Developed Assessments</p>	<p>District Created Resources (TEKS Resource System) District Developed Assessments Eduphoria MAP Monitoring with feedback to teachers of lesson plans Instructional support for progress monitoring via instructional coaches Formative assessment</p>	<p>Yes TEKS will be adapted if needed through goals and objectives for students requiring modified instruction and/or who are receiving instruction through an alternate curriculum</p>	<p>Access to supplemental aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In-Class Support services. Accommodations and Modifications to instructional Materials applied according to the student's IEP. Parent Training regarding the use of accommodations and supplemental aids will be provided as needed.</p>	<p>Bilingual and ESL teachers will utilize ELPS and allowable instructional accommodations throughout the lesson plan in both face to face and virtual.</p>

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>The district will leverage our existing instructional materials as the basis for our curriculum for students. In addition, we will utilize New Tech Network for K-12. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students.</p> <p>Students will leverage a number of instructional software resources including DreamBox, Lexia and iStation for asynchronous learning. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well.</p> <p>Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence.</p> <p>Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need.</p> <p>Option 1: Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.</p> <ul style="list-style-type: none"> → In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing Echo/Google Classroom. → Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread. → District-directed and campus-designed safety procedures will be implemented. → Students would access content through the LMS and designated district-provided devices. <p>Option 2: Virtual learning is a remote learning opportunity that will allow students to engage in high quality learning experiences, utilize LPCA instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.</p> <ul style="list-style-type: none"> → LPCA Teachers will teach students from their classrooms or from a remote location. → In this setting, teachers will also provide instruction, learning resources and support through the use of Echo/Google Classroom. → Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities. → Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the virtual environment.
<p>What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> → To comply with IDEA and our effort to provide quality services to students receiving special services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, Bilingual/ ESL Teachers and Paraprofessionals providing instruction and services to students receiving Special Services. → Professional Development will be provided through New Teacher Orientation, Content Focus Sessions, Special Education Department Meeting and Mandatory training specialized by area throughout the school year. Paraprofessionals will frequently collaborate and communicate with case managers about student progress and needs. <p>Communication with Student and Provision of Services:</p> <ul style="list-style-type: none"> → As for student interaction, there will be multiple opportunities to connect with teachers. Special Education teachers and paraprofessionals will meet with students virtually as outlined in the students’ schedules of services. In addition, IEP accommodations/modifications will be followed and implemented based on the student's IEPs. Inclusion supports logs and IEP progress reports will be utilized as part of the progress monitoring

	<ul style="list-style-type: none"> → Special Education Teachers will communicate with the general education facilitator on a weekly basis to discuss the students: attendance, completion of assignments, provision of the appropriate accommodations and modifications, monitoring progression towards mastery of IEP goals. → If the students are not making progress in the asynchronous format, Special Education staff will email the parent to inform the parents of the missing assignments and to provide support in the form of answering questions, providing accommodations, accessing the assignment. <p>Related Services & Speech Language Services:</p> <ul style="list-style-type: none"> → Telehealth services for Occupational Therapy, Physical Therapy, Orientation and Mobility, and Counseling will be provided virtually through pre scheduled Google Meet. These services will be documented using Logs. Parents will receive consultation from service providers during each scheduled session. Speech and Language Pathologists will set up Google Classrooms for the provision of speech therapy. Students and parents will receive information regarding parents and students log in. <p>Bilingual and ESL</p> <ul style="list-style-type: none"> → To support our English Learners the Bilingual and ESL teachers will have virtual office hours daily. ELs with a language proficiency level of beginning and intermediate will receive additional support from English Learner Teacher Aides in learning how to use the skills and instructional accommodations assigned by their teachers. <p>Social and Emotional Learning</p> <ul style="list-style-type: none"> → Students will have access to positive reinforcement and positive reinforcement systems via Community Circles set up by the teachers using Google Classroom. → The teacher will work with the parent on how to create structures in the home. This will assist to reduce distractions and build in opportunity for students breaks.
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Student Progress:

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the lessons may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 6 weeks, we are implementing a Summer Home Learning Initiative. The Summer Home Learning (SHL) is designed to provide a high-engaging cross-curricular learning program that meets the academic, social, emotional, and physical needs of all students. The program aims at bridging academic gaps that resulted from COVID-19 crisis. Students will continue accessing asynchronous instruction through assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the selected LMS for grades K-5. Echo is the selected LMS for grades 6-12. For synchronous teaching, the district will use Google Meets.

Component	Explanation
What is the expectation for daily student engagement?	Students are expected to log on daily to Echo or Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed in the platform; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades. They are also encouraged to actively participate in the synchronous sessions, such as calendar time, table time, and small group sessions.

	<p>Students are expected to demonstrate engagement for the teacher to track at a predesignated time every day; however, if assignments are turned in during afterhours of the same day, teachers can amend attendance the following day (within a 24-hour window). Teachers are also expected to meet synchronously virtually with all students daily.</p> <p>Students with device and internet access with access to Google Classroom or Echo will use a daily agenda of assignments.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> 1. Daily Progress in the Skyward Management System 2. Daily Progress via student-teacher interaction 3. Completion / Turn-in of assignments <p>Grades K-5:</p> <ul style="list-style-type: none"> → Students are marked, "Present-Remote Asynchronous." → Daily attendance is taken every day. <ul style="list-style-type: none"> ◆ Students will sign name and answer a reflection question on a sign-in form found in the daily agenda located on the Google Classroom(LMS) → Teachers monitor and check for student "engagement" each day. → Students that are not present or are not actively "engaged" will be marked absent. → Students are engaged and marked present when the teacher observes that the student is working on a virtual curriculum, interacts with the teacher or submits an assignment for grading. Evidence of the student engagement must be verifiable with a time stamp in the districts Learning Management System (LMS) → Additionally, students have a late night engagement option for Distance Learning Teachers, where students still have until 11:59 p.m. of each day to be considered "engaged"; if a student was reported engaged in Google Classroom(LMS) by 11:59 p.m. and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change in Skyward to Present-Remote Asynchronous by 10:00 a.m. the next day. → As a courtesy reminder, attendance clerks will send an email to teachers that are listed on the Unrecorded Class Attendance List to remind them to take attendance. This list will be shared with the Directors on at least a weekly basis or as needed. <p>Grades 6-12:</p> <ul style="list-style-type: none"> → Students are marked "Present-Remote Asynchronous." → Daily Attendance is to be taken every period <ul style="list-style-type: none"> ◆ Students will sign name and answer a simple question on a sign-in sheet found in the daily agenda located on the opening page of Echo → Additionally, students have a late night engagement option for Distance Learning Teachers, where students still have until 11:59 p.m of each day to be considered "engaged"; if a student was reported engaged in Echo by 11:59 p.m. and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change in Skyward to Present-Remote Asynchronous by 10:00 a.m. the next day. → Each student is required to complete an exit ticket daily. <ul style="list-style-type: none"> ◆ The content of the exit ticket(s) are directly aligned to the TEKS ◆ Exit tickets grades are taken over a two-week period. On a block schedule, exit tickets are worth 25 pts each; therefore, making the combination of the four tickets worth 100 possible total points. → Students who do not sign in and/or complete an exit ticket daily will be marked absent. → As a courtesy reminder, attendance clerks will send an email to teachers that are listed on the Unrecorded Class Attendance List to remind them to take attendance. This list will be shared with the Directors on at least a weekly basis or as needed. <p>While we recognize that the 20-21 school year will represent a significant departure from "normal" for our students and families, we cannot afford to miss a single opportunity for our students to learn and grow. Therefore, over the course of the school year our district intends to roll-out progressively higher expectations around levels of engagement. Equity of access and student progress in virtual learning will be evaluated at the end of each grading period to determine our district's readiness to move to a higher level of engagement expectations.</p>

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms and tools (i.e. Google Classroom, Echo, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. The district plan assumes that most students who first chose remote asynchronous option will transition back to F2F on-campus within 3-4 months if the COVID-19 environment improves. In preparation for this transition, our daily engagement tracking and assessment data system is at the student unit level. That way, the data will remain intact with the students as they transition through different modalities. Currently, the district is planning for a 1:1 device roll-out of iPads and Laptops). For F2F students, they will access assignments through the LMS in order to limit contact with paper materials. Those assignments will be submitted via the LMS. For online virtual school, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. During this synchronous time teachers will engage students to provide intervention and/or small group instruction. Teachers will review student’s progress and conduct small group intervention sessions when and where appropriate. It is important to emphasize that teachers' feedback engagement is not limited to synchronous; it can be done through discussion chats, email correspondence, and other channels in accordance with what the students/teachers might find more effective. Virtual students will use the same process for accessing materials and submitting assignments asynchronously.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Students of K-12 will have several assessments to track academic progress throughout the school year:</p> <ul style="list-style-type: none"> → District assessments are given once every 9 weeks in each course and are based on TEKS recently/previously taught <ul style="list-style-type: none"> ◆ Some courses use MAP which is a research based adaptive assessment tool that measures both growth and proficiency of each individual student. The result provides insight to help tailor instruction. Other courses create their own assessments and . All assessments are TEKS aligned (Grades K-12 ◆ The results of district assessments are collected and disaggregated using Eduphoria. Eduphoria is a suite of online tools to help schools manage assessments, helping them to monitor student progress ◆ Teachers will use the data from the assessments in collaboration with the students to create student’s goals and to drive instruction. ◆ The results of district assessments are further formatively used to make decisions regarding future instruction, loopback and interventions ◆ Assessment scores will be reported to students’ parents on report cards every 9-weeks and used to track student progress → Every month, K-8 students will take an Istation Indicators of Progress (ISIP) assessment through Istation → Additionally, K-8 students are required to complete a minimum of a certain number of lessons in Dreambox, differing based on grade levels → All students are expected to work and complete assignments, activities, assessments, and other projects using their LMS during asynchronous instruction to monitor their progress. → Both teachers and students will be trained in the proper usage of the Virtual assessment programs such as MAP. → Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives → Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives → IEP Progress Updates- Progress updates on goals and objectives for students receiving special education services will be distributed to parents every 9 weeks corresponding with the district’s grading period
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback for asynchronous work with a 24-hour turnaround time period. Daily feedback from teachers to students is conducted through a variety of methods, via LMS, activities, or small group instruction and teacher tutorial time. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. The daily feedback mechanism also allows a path for those struggling students to be able to communicate their needs.</p>

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

Professional Development Schedule:

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities. Prior to the first day of instruction, all LPCA staff will participate in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the needs to create a stronger remote learning environment. In addition, staff LPCA teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Each session was provided remotely and for the most part presented by our own LPCA faculty. LPCA administrators will participate in professional learning sessions in order to develop a stronger understanding of remote learning. LPCA will work closely with our Educational Service Center - Region X and other partners to plan support for remote learning. Campus Directors and the Curriculum Directors team will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data.

Month	District Leadership	Campus Leadership	Instructional Coaches	Instructional Staff (Teachers and Paraprofessionals)
August	August 18, 2020 District Day <ul style="list-style-type: none"> - Welcome back to Legacy! - District Initiatives - PBL Student Learning Outcomes - SpEd August 19, 2020 District Day <ul style="list-style-type: none"> - PBL that matters - District-wide Cultural Project intro August 20, 2020 District Day <ul style="list-style-type: none"> - PBL in a virtual World 	August 14, 2020 <ul style="list-style-type: none"> - Online platforms(LMS) - Eduphoria - Google Classroom (elementary) - ECHO (secondary) - TEKS Resource System August 18, 2020 District Day <ul style="list-style-type: none"> - Welcome back to Legacy! - District Initiatives - PBL Student Learning Outcomes - SpEd August 19, 2020 District Day <ul style="list-style-type: none"> - PBL that matters - District-wide Cultural Project intro August 20, 2020 District Day <ul style="list-style-type: none"> - PBL in a virtual World 	August 14, 2020 <ul style="list-style-type: none"> - Online platforms(LMS) - Eduphoria - Google Classroom (elementary) - ECHO (secondary) - TEKS Resource System August 17, 2020 <ul style="list-style-type: none"> - Campus Day - Teacher Handbook - Campus Initiatives August 18, 2020 District Day <ul style="list-style-type: none"> - Welcome back to Legacy! - District Initiatives - PBL Student Learning Outcomes - SpEd August 19, 2020 District Day <ul style="list-style-type: none"> - PBL that matters - District-wide Cultural Project intro August 20, 2020 District Day <ul style="list-style-type: none"> - PBL in a virtual World 	August 12, 2020 <ul style="list-style-type: none"> - New Staff Orientation - Welcome to Legacy! - Intro to PBL - Legacy culture August 13, 2020 <ul style="list-style-type: none"> - New Staff Orientation - District instructional initiatives, New Tech Network - Teaching that Engages - Intro to online instructional platforms (Learning Management System) August 14, 2020 <ul style="list-style-type: none"> - Online platforms(LMS) - Eduphoria - Google Classroom (elementary) - ECHO (secondary) - TEKS Resource System August 17, 2020 <ul style="list-style-type: none"> - Campus Day - Teacher Handbook - Campus Initiatives August 18, 2020 District Day <ul style="list-style-type: none"> - Welcome back to Legacy! - District Initiatives - PBL Student Learning Outcomes - SpEd

				<p>August 19, 2020 District Day</p> <ul style="list-style-type: none"> - PBL that matters - District-wide Cultural Project intro <p>August 20, 2020 District Day</p> <ul style="list-style-type: none"> - PBL in a virtual World <p>August 21, 2020 Campus Day</p> <ul style="list-style-type: none"> - Campus Initiatives - Lesson Plans, meet your teams
September	<p>September 8-10</p> <ul style="list-style-type: none"> - NTN's CDP Kick-off 3, 90 min sessions - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop 		<p>September 8-10</p> <ul style="list-style-type: none"> - NTN's CDP Kick-off 3, 90 min sessions - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop 	
October	<p>October 8</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop 		<p>October 8</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop <p>October 9</p> <ul style="list-style-type: none"> - Data analysis - MAP data and identifying areas of needs - PBL design to include small group instruction and projects designed to address specific student learning outcomes - Differentiated instruction in virtual learning 	<p>October 9</p> <ul style="list-style-type: none"> - Data analysis - MAP data and identifying areas of needs - PBL design to include small group instruction and projects designed to address specific student learning outcomes - Differentiated instruction in virtual learning
November	<p>November 3</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 		<p>November 3</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) 	

	<p>45min time slot that works best for them)</p> <ul style="list-style-type: none"> - Virtual NTN 101 2 hour Workshop 		<ul style="list-style-type: none"> - Virtual NTN 101 2 hour Workshop 	
December	<p>December 2</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop 		<p>December 2</p> <ul style="list-style-type: none"> - NTN's CDP CDP's PLC: 90min - CPD 1:1 with Sarah (Each participant will choose a 45min time slot that works best for them) - Virtual NTN 101 2 hour Workshop 	
January		<p>January 4, 2021</p> <ul style="list-style-type: none"> - Asynchronous and synchronous teaching model implementation for 2nd semester - PBL project design updates 	<p>January 4, 2021</p> <ul style="list-style-type: none"> - Asynchronous and synchronous teaching model implementation for 2nd semester - PBL project design updates 	<p>January 4, 2021</p> <ul style="list-style-type: none"> - Asynchronous and synchronous teaching model implementation for 2nd semester - PBL project design updates
February		<p>February 12, 2021</p> <ul style="list-style-type: none"> - Analyzing data - Content focus for addressing areas of academic needs 	<p>February 12, 2021</p> <ul style="list-style-type: none"> - Analyzing data - Content focus for addressing areas of academic needs 	<p>February 12, 2021</p> <ul style="list-style-type: none"> - Analyzing data - Content focus for addressing areas of academic needs
March-June	Ongoing Professional development as needed. TBD			

**Special Pops Monday Modules: Instruction for
ELs, SPED, and GT Students**

Goal: The training will give teachers support, information, and resources to help them meet the unique needs of students in our special populations (**English Learners**, **Special Education Students**, and **Gifted and Talented** Students), and will provide strategies to meet the needs of ALL students in their classroom. Teachers will feel more confident in working with special populations and in differentiating instruction for them.

Title of PL	Time: 3:45-4:30 Presentation Date / Presenter
<p>English Learners - EL 101 An introduction to EL, the Edugence Platform, and Beginning of Year (BOY) Instructional Accommodations.</p>	August 31, 2020 – LPAC Campus Coordinators
<p>Gifted and Talented - GT 101 An introduction to how we serve GT scholars in the GenEd Classroom, the Renzulli Learning Platform, and the identification process for the Gifted and Talented students.</p>	September 21, 2020 – GT Campus Coordinators
<p>English Learners - Decision-Making for State Assessments Getting ready for state assessment decisions and accommodations using the Edugence Platform.</p>	October 19, 2020 – LPAC Campus Coordinators
<p>SPED - Progress Monitoring How can we best support our SPED students in the classroom, ensuring that they are making the progress required by the IEP?</p>	November 16, 2020 – SPED Director
<p>Suicide Prevention Training The school has the legal responsibility to protect the health and wellbeing of all students.</p>	December 14, 2020 – School Counselors
<p>English Learners - EL 102 Meeting the Unique Needs of Long Term ELs: What can and must be done to prevent continuing creation of Long-Term ELs? Who are these students? How do we meet their needs?</p>	January 11, 2021 – LPAC Campus Coordinators
<p>SPED - Referral Process Special Education Referral Process: An introduction to the SPED Referral Process.</p>	February 1, 2021 – SPED Director

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

Component	Explanation
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<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>On-going opportunities include 3 hours per week of professional development (PD) and planning with instructional coaches that is embedded into the school day. After school professional learning opportunities occur monthly or as needed by content area coaches and directors. The after-school opportunities mirror what was successful both before, and after, our response to COVID-19 last school year.</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>All of our PD during the spring, summer and the 2020-2021 timeframe is based around managing content and instruction in virtual learning. Instructional coaches lead the PD to support teacher awareness and skills in managing asynchronous and synchronous teaching moments. PD was designed to demonstrate methods of balancing instructional in asynchronous settings as well as planning for future instruction in a hybrid model.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Weekly parent forums were held during the summer leading up to the school year, and our superintendent led those meetings in Spanish and English. Weekly podcasts are created throughout the year, and a main recurring topic from the spring and summer was to communicate with parents regarding asynchronous expectations. We have parent involvement administrators who assist in this endeavor throughout our asynchronous learning timeframe.</p> <p>Parents/Guardians At the beginning of the school year, parents and guardians will be provided training through a variety of platforms regarding the use of laptops and how to access content. Our goal is to provide more video training, as needed, and share on our district's website. Each video session will be developed in a sequence of topics determined by high-interest and parent suggestions. The parents have been provided with the "Return to Campus COVID 19 Guidelines" to help with the transition. Constant communication will flow between our staff and parents through our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that LPCA students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support student transitions (where age appropriate), engage in meetings with teachers, reach out to teachers and/or campus directors if they believe their student needs additional support, and read updates from the school/district. Families will be asked to ensure that the student has a place to work remotely while at home. Each week, teachers will communicate the following week agenda and expectations for the coming week. Parents will have access to this agenda which will include synchronous and asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their student's teacher) and campus director) to ensure that the student has what they need to continue learning. These teachers, counselors, and special resource teachers will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p> <p>Teachers would be checking in with students and families throughout each week to support by:</p> <ul style="list-style-type: none"> ● Communicating academic progress. ● Identifying opportunities for growth. ● Checking in on student social-emotional health. ● Identifying student or family needs that the school & district can help to mitigate ● Connecting families and students to resources needed.

	<p>LPCA expectations for family engagement:</p> <ul style="list-style-type: none"> ● Adhere to LPCA attendance policies ensuring the academic success of students. ● Ensure that students follow the school rules, codes, policies, and procedures so as to protect the safety, interests and rights of all individuals in the classroom. ● Communicate with teachers and staff regarding questions and concerns about progress.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Additional Support:</p> <ul style="list-style-type: none"> ● Provide training and/or videos to parents on the different platforms used by teachers and students to better support their students during distance learning. ● Provide opportunities for parents to request assistance with technology, questions and concerns by submitting “Help Tickets” to the technology department. <p>School Device Quick Start Guides and Password/Login Information</p> <p>How To: Log into your scholar’s virtual school from home computer</p> <p>Quick Start – Windows Computer</p> <p>Quick Start – Windows (Spanish)</p> <p>Quick Start – iPad</p> <p>Quick Start – iPad (Spanish)</p> <p>Quick Start – Chromebook</p> <p>Quick Start – Chromebook (Spanish)</p> <p>Quick Start – Echo</p> <p>Quick Start – Echo (Spanish)</p> <p>LPCA Virtual School FAQs</p> <p>English</p> <p>Spanish</p> <p>LPCA Virtual School School Guide for Parents and Students</p> <p>English</p> <p>Spanish</p> <p>Everything You Need To Know: First Four Weeks Of School</p> <p>English</p> <p>Spanish</p> <p>Return to School Covid 19 Guidelines</p> <p>English</p> <p>Spanish</p>