

ASYNCHRONOUS PLANNING DOCUMENT

Open Responses

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

General Schedule:

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am	ELA	ELA	ELA	ELA	ELA
9:45 am	Math	Math	Math	Math	Math
11:00 am	Science	Science	Science	Science	Science
11:30 am	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break
12:00 pm	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous
12:30 pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:30 pm	Electives	Electives	Electives	Electives	Electives
3:00 pm	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous	Content Support Synchronous

ASYNCHRONOUS PLANNING DOCUMENT

Sample daily schedules for students by grade band-

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten					
Kindergarten Language Arts	12:00PM-CS	12:00PM-CS	12:00PM-CS 12:30 PM	12:00PM-CS	Homeroom Check-In
Kindergaren Phonics				12:30PM	
Kindergarten Math		12:30PM			
	1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	
Kindergarten HST/SCI	11AM- CS HST 12:30 EST 3:00PM-CS SCI	11AM- CS HST 3:00PM-CS SCI	11AM- CS 3:00PM-CS SCI	11AM- CS 3:00PM-CS SCI	
First Grade					
First Grade Literature	12:00PM-CS	12:00PM-CS	12:00PM-CS 1:00 PM	12:00PM-CS	Homeroom Check-In
First Grade Phonics				1:00PM	
First Grade Math	1:00 PM- CS	1:00 PM- CS 1:00 PM	1:00 PM- CS	1:00 PM- CS	
First Grade HST/SCI	11AM- CS HST 1:00 PM 3:00PM-CS SCI	11AM- CS HST 3:00PM-CS SCI	11AM- CS HST 3:00PM-CS SCI	11AM- CS HST 3:00PM-CS SCI	

ASYNCHRONOUS PLANNING DOCUMENT

Second Grade

Second Grade Literature	12:00AM-CS	12:00AM-CS	12:00AM-CS 1:30PM	12:00AM-CS	Homeroom Check-In
Second Grade Writing Skills				1:30PM	
Second Grade Math	1:00 PM- CS	1:00 PM- CS 1:30 PM	1:00 PM- CS	1:00 PM- CS	
Second Grade HST/SCI	1:30 EST 3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	

Third Grade

Third Grade ELA	12:00AM-CS	12:00AM-CS	11:00AM 12:00AM-CS	12:00AM-CS	Homeroom Check-In
Third Grade Math	11:00 EST 1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	
Third Grade HST	11AM- CS	11AM- CS	11AM- CS	11AM- CS	
Third Grade SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	

Fourth Grade

Fourth Grade ELA	12:00AM-CS	12:00AM-CS	12:00AM-CS 12:00PM	12:00AM-CS	Homeroom Check-In
Fourth Grade Math	12:00 EST 1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	

ASYNCHRONOUS PLANNING DOCUMENT

Fourth Grade HST	11AM- CS	11AM- CS	11AM- CS	11AM- CS	
Fourth Grade SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	
Fifth Grade					
Fifth Grade ELA	12:00AM-CS	12:00AM-CS	12:00AM-CS 1:00PM		Homeroom Check-In
Fifth Grade Math	1:00 EST 1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	1:00 PM- CS	
Fifth Grade HST	11AM- CS	11AM- CS	11AM- CS	11AM- CS	
Fifth Grade Sci	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	3:00PM-CS SCI	
Sixth Grade					
English 6	3PM CS	3PM CS	3PM CS	3PM CS 2:00PM	Homeroom Check-In
Math 6	11:00AM CS	11:00AM CS	11:00AM CS	11:00AM CS 12:00PM	
Science 6	12:00PM CS	12:00PM CS	12:00PM CS	12:00PM CS 1:00PM	
Social Studies 6	2:00PM CS	2:00PM CS	2:00PM CS 1:00PM	2:00PM CS	

ASYNCHRONOUS PLANNING DOCUMENT

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will earn daily attendance credit through a combination of asynchronous and synchronous instruction. Asynchronous activities that occur both online through the LMS and offline are emphasized in the curriculum. Only Online Asynchronous activities will count toward the measure for attendance credit.</p> <p>Students are expected to engage in the scheduled content asynchronously between 255 minutes and 465 minutes per day based on their grade level. Student schedules are determined by an estimated time duration and frequency per subject. During the day, students will have access to all activities and complete self-paced assignments independently. Teachers can track student login time and assignment completions via online LMS, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>A Synchronous opportunity with Learn Live content, small group instruction, or teacher office hours is required daily:</p> <ul style="list-style-type: none"> • Required Scheduled Small group instruction are determined on as-needed basis by teachers based on student progress in LMS (not all students, only when invited) • Required Learn Live opportunities are scheduled Monday through Thursday and cover skills present in the courses • Optional Office hours attendance is based on student choice • Required Course Support sessions are required sessions held Monday through Thursday • Weekly Required Friday homeroom sessions are scheduled for the teacher to connect with the students and for students to have an opportunity for interaction <p>Daily Reports from the LMS will indicate the number of minutes students participated in online activities.</p> <p>To be considered Remote Asynchronous Present, daily progress in the LMS must occur between 12:00 AM and 11:59 PM every school day that GISD schools are in session. Students engagement daily measurement options for attendance include:</p> <p style="padding-left: 40px;">(a) participate in a synchronous learning opportunity that school day and/or (b) engage in 30 minutes of online, LMS confirmed activity</p> <p>Engagement Expectation: Students that have 10 or more unexcused absences in a six-month period in the current school year while enrolled in remote instruction will be withdrawn after parent notification.</p>

ASYNCHRONOUS PLANNING DOCUMENT

<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>In addition to the synchronous sessions scheduled daily with a certified teacher, students will access their content through an online platform. Lessons are approximately 45 to 60 minutes, where students will complete synchronous and asynchronous course activities. Through the student dashboard, a schedule/plan outlines the lesson activities in each course that are required to be completed within the learning day. Teachers and administrators are able to progress monitor closely to ensure students are completing their daily academic plan.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will be expected to connect with a teacher on a daily basis. This interaction can vary throughout the week. It is expected for students to actively participate in the session through asking questions, responding in the chat, etc..</p> <p>Below are the opportunities for interaction:</p> <ul style="list-style-type: none"> • LearnLiveNow- Live national synchronous sessions are supported by the Instructional Service Team (IST). The IST is a group of certified teachers, not the course teacher, who focus on skills covered in the courses. The sessions are designed to support student performance in their course. To encourage community, student from across the nation are invited to engage in these sessions • 6-12 Weekly Class Connects- Instructors are available online for one hour per week for content mini-lessons, individual or small group instruction, and to answer student questions through conversation. • K5 Student Connects- Instructors meet 1-1 with students and learning coaches at least monthly. Teachers schedule these sessions directly with families. In these sessions, teachers review academic topics to ensure mastery. Additional sessions are scheduled for students needing further academic support. • Homeroom Weekly Connect- Course teachers will connect live with students on Fridays. The sessions are designed to create a positive classroom culture and allow peer to peer interactions. • Course Support Sessions: Sessions held Monday through Thursday with certified instructors by grade clusters (K5; 6-12). The sessions include discussion, Q&A, and subject specific support. <p>Beyond the synchronous interactions, teachers interact and connect with students through assignment feedback, connection calls, and engagement correspondence.</p>

ASYNCHRONOUS PLANNING DOCUMENT

How will teacher/student interactions be differentiated for students with additional learning needs?

Stride/K12 requires the teachers to participate in ongoing professional development, such as using Sheltered Instruction Observation Protocol, SIOP. SIOP a research-based method of instruction targeted toward meeting the academic needs of English language learners (ELLs). The model is used to ensure ELLs have their content and language needs met when attending synchronous sessions with the course teacher.

In addition, teachers will use the platform features to effectively provide appropriate feedback to students with additional learning needs. For instance, using the video feedback feature instead of providing written feedback.

ASYNCHRONOUS PLANNING DOCUMENT

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>Courses are designed based on the Blooms Taxonomy and Depth of Knowledge (DOK). The DOK focuses on the thinking process and allows students to turn their learning into actual application. Stride curriculum is research -based and brings together many learning standards that help different learners develop and demonstrate mastery of content. The courses engage students in the active and self-directed learning through its engaging activities and check for understanding.</p> <p>The courses address the many ways students learn, including the varied capabilities offered by the online medium and supported by instructor-student and facilitated student-student interaction. The curriculum provides for multiple levels of mastery, and ongoing assessments verify students’ progress and readiness for advancement. As the student is asynchronous working through the course, feedback is provided consistently by the platform or through quality teacher feedback.</p> <p>There are also various supports available to assist the student to reach mastery and retention of the knowledge learned. There is a reading and translation toolbar embedded into the platform to assist students with comprehension of the content. Teachers host office hours on a weekly basis for students to attend to have their questions answers or to receive the additional support they might in within the course. In addition, the subject support team offers course support sessions Monday – Thursday where students can join a synchronous session and receive content specific assistance. Lastly, the student can receive course support 24/7 though our Academic Support channels-chat, phone, or submit a ticket. Students can speak to a certified subject-area teacher and receive assistance on assignments, course practice problems, etc.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Stride teachers are able to implement many common accommodations within the virtual setting such as reducing assignments, providing extended due dates, use of a calculator and exemptions from being called on in class during live instruction. Stride partners with District support staff including Special Education Teachers to help with more intensive accommodations.</p>