SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date:	September 16, 2020			
Purpose:	☒ Presentation/Report	☐ Recognition	☐ Discussion/ Possible Action	
☐ Closed/Executive Session	☐ Work Session	☐ Discussion Only	☐ Consent	
From: Lorraine De Leon, Executive Director of Instructional Services Amy Shields, Director of Teaching & Learning				

Item Title: Presentation and Approval of the SSAISD Asynchronous Plans 20-21

Description:

The Academics Committee of the SSAISD Back to School Task Force began preliminary development of the SSAISD Asynchronous Plans in June 2020. After further guidance from TEA with the release of SY 20-21 Asynchronous Plan Summary on July 6, the Academics Committee began to refine the Asynchronous Plans by creating frameworks for Pre-K, Elementary, Middle Schools and South San HS & West Campus HS. Throughout the development process, plans were compared to TEA Exemplars and evaluated using the Asynchronous Rubric Rating Rationale.

LEAs must submit an online application, which includes attestations and open-ended questions. Submitted plans must be reviewed and approved by TEA in order to continue receiving funding for asynchronous attendance after the end of the grace period. LEAs may submit plans individually or as a consortium.

Historical Data:

The SSAISD Asynchronous Plans were referenced at the August 19, 2020, Board Meeting. This will be the first comprehensive overview of the asynchronous plans.

Recommendation:

Approve the SSAISD Asynchronous Plans for submission to the Texas Education Agency.

District Goal/Strategy:

Strategy 3 We will develop a strong support system which will provide meaning and innovative instruction that promotes critical thinking and problem solving.

Funding Budget Code and Amount:	CFO Approval
N/A	

APPROVED BY: SIGNATURE DATE

Chief Officer: _____ _____

SSAISD Asynchronous Plans Presentation

THE PATH FORWARD

Development of the Asynchronous Plans

June 2020, Academics Committee in the Back to School Task Force begin preliminary planning of the Master Schedules for the middle school & high schools

July 6, 2020 the Asynchronous Framework is redesigned with further guidance from the State as well, as the release of the Attestation Document & Rubric

July 13, 2020 Asynchronous Teams begin work on the Pre-K, elementary, middle and high school frameworks

July 20, 2020, Asynchronous Teams present the Asynchronous Plans to principals for input and feedback

August 6 & 7, 2020, Teachers receive training on the Asynchronous Framework and effective practices in a Virtual Classroom

Key Requirements of Asynchronous Plan

- Instructional Schedules
- Student Progress
- Support for Special Populations
- Teacher Professional Learning and Support
- Explicit Communication and Support for Families

Instructional Schedules

Instructional Schedules

Student academic work ensures engagement that is equivalent to direct content work that a student would be engaged in over a normal school year, which is three to four hours daily.

Pre-K - 5th
180 minutes

6th - 12th
240 minutes

Minimum Synchronous/Asynchronous Minutes Daily

PK = 60 minutes/180 minutes

K-3 = 80 minutes/160 minutes

4-5 = 120 minutes/120 minutes

6-8 = 180 minutes/220 minutes

9-12 = 280 minutes three days per week/280 minutes two days per week

Student Progress

Attendance: Tracking Student Engagement

In order to be counted as Remote Asynchronous Present, the student does not have to be present at a designated official attendance time but must be **engaged** in one of the following ways during that day:

- Daily progress in the LMS Schoology; or
- Daily progress via teacher-student interactions; or
- Completed/Turned-in assignments to the teacher via Schoology, Google Classroom, Seesaw, or email.

Teachers are following the adopted grading guidelines. Teachers will continue to maintain records of student grades, attendance, and discipline in the student information system, Skyward.

Attendance: Tracking Student Engagement

Students that are not logged on for the synchronous lesson at the time of class will be marked absent.

However, students will have multiple opportunities to be marked Remote Asynchronous Present by engaging in any of the three described methods by 11:59 pm.

Teachers will review reports from the LMS, emails from students, and/or work that has been submitted prior to 11:59 pm to count the student RA Present.

Teachers will then return to the attendance page at any time and update a student from Absent to RAP as students interact with the teacher or engage in instruction for that day.

Support for Special Populations

Special Populations

ESL & Newcomers in 6th-8th grades will be provided an English Language Development (ELD) elective to provide early language and literacy support.

Related Services & Speech Language Services-Teletherapy for Occupational Therapy, Physical Therapy, and Counseling will be provided virtually through pre scheduled Google Hangouts. Students will receive a virtual service description letter at the beginning of the school year with information regarding parent log in.

Social and Emotional Learning- For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment. The teacher will work with Lisa Rogers (consultant) on creating visuals, social stories, and structures in the home that help parents to reduce distractions and give students opportunity for breaks.

Special Populations

Homebound services will be provided remotely through asynchronous or synchronous instructional methods for qualifying students in general education and special education.

Dyslexia Services - Students will receive synchronous instruction virtually in a small group setting and will have access to the dyslexia intervention interactive software. Student materials will be delivered to parents at the campus or home.

SPED Student Support

- SPED Teachers created a schedule to provide student support services--inclusion or resource.
- SPED Teachers are providing inclusion support virtually by observing/co-teaching during the mini lesson and small group instruction to provide support to SPED students as they would in person.
- SPED Teachers are creating contingency plans for each student as required by TEA to show how student needs will be met in this learning environment.

Teacher Professional Learning and Support

WE are FAMILY
SOUTH SAN ANTONIO ISD
First Day of School Virtual
Classroom Management 101
1
2
3
4
5
6

Welcome to Ms. Rendon's Classroom!
1. Please turn on your cameras and mute your microphones.
2. Click on the link in the chat to get this document and then click on the apple to start your warm-up.
maria.rendon@southsanisd.net
epic!
The Giver

August 6th Secondary Virtual Professional Learning Choice Board

Please pick one session from EACH column to attend.

Session 1	Session 2	Session 3
12:00 - 12:45 pm	**1:00 - 1:45 pm**	**2:00 - 2:45 pm**
Classroom Management 101 for the Virtual Classroom **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy	**Classroom Management 101 for the Virtual Classroom** **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy	**Classroom Management 101 for the Virtual Classroom** **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy
Asynchronous Formative Assessments with Google Forms and Flipgrid **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp	**Asynchronous Formative Assessments with Google Forms and Flipgrid** **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp	**Asynchronous Formative Assessments with Google Forms and Flipgrid** **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp
Synchronous Formative Assessment with Kahoot & Gimkit **Facilitator:** Raquel Acosta **Description:** How to engage and assess students during Synchronous Learning with Kahoot and Gimkit.	**Asynchronous Formative Assessment with Quizlet & Quizizz** **Facilitator:** JD McClain **Description:** How to use Quizlet and Quizizz for Asynchronous Formative Assessment in the virtual classroom.	**Google Classroom 101** **Facilitator:** Elizabeth Aguilar **Description:** Set up Google classroom, posting comments, grades, Google Meet for small group, and assigning a copy of an assignment/interactive notebook to every

Elementary PLC Schedule

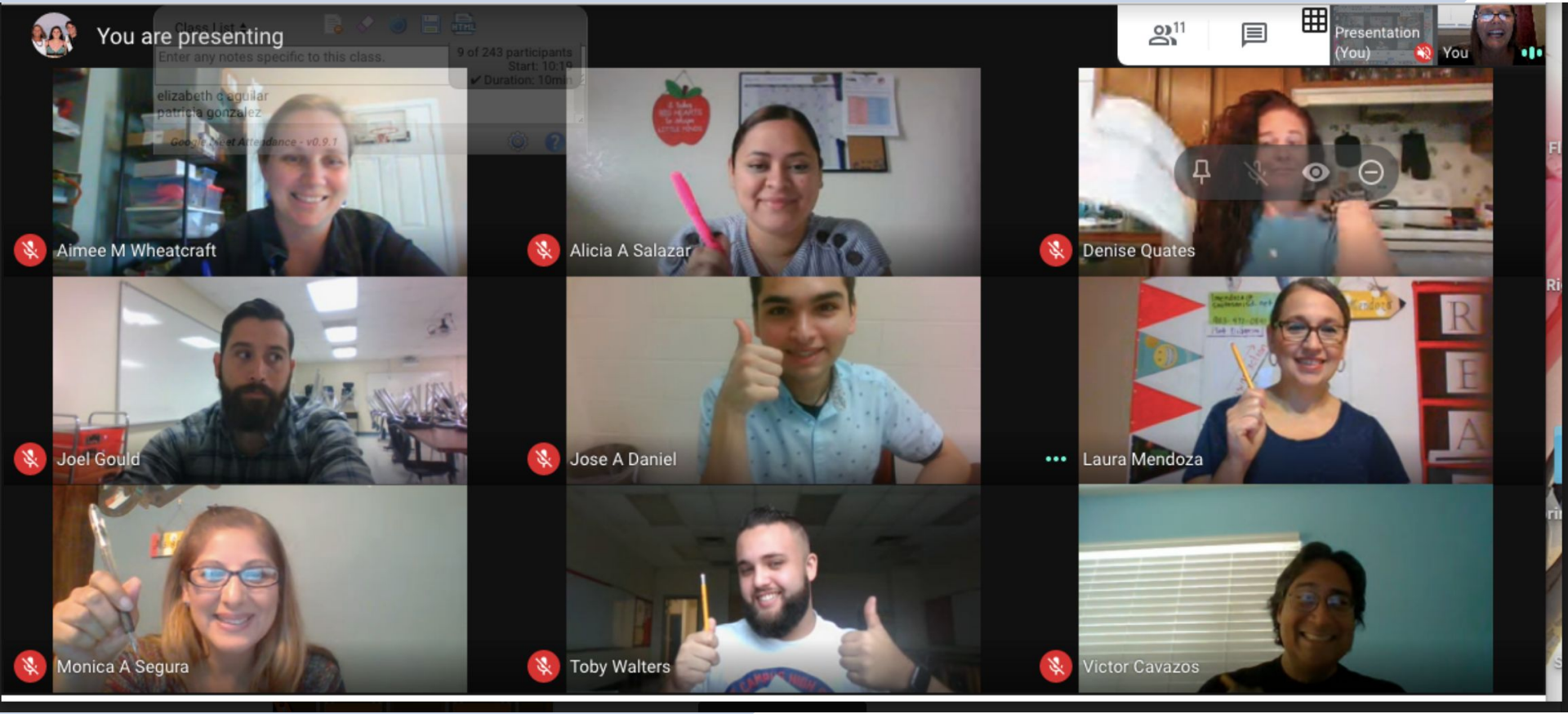
		Monday	Tuesday	Wednesday	Thursday	Friday
Flexible Block 12:00 - 1:15 Opportunity Block 1:15 - 2:15 135 min = three 45 minute blocks	12:00 - 12:45	Kinder and 1st Campus PLC	2nd Campus PLC	3rd Campus PLC	4th Campus PLC	5th Campus PLC
	12:45 - 1:30	Kinder ELAR/ 1st Math	2nd ELAR	3rd ELAR	4th ELAR	5th ELAR
	1:30 - 2:15	Kinder Math/ 1st ELAR	2nd Math	3rd Math	4th Math	5th Math
			PK District PLC Tuesday 12:30 - 1:45	PK Campus PLC Wed 12:45 - 1:30	4th Grade Trios @ Madla and PA will plan for their content area (Reading, Writing, or Math) with the IC from 1:15 - 2:15. 5th Grade Trio @ Armstrong and Hutchins will have campus PLC from 1:30 - 2:15.	5th Grade Trios @ Armstrong and Hutchins will plan with IC for Reading, Math, Science from 1:30 - 2:15. 4th Grade Trio @ Madla and PA will have campus PLC from 1:30 - 2:15.

The 4th and 5th grade Trios must PLC/plan over two days because they are teaching the third group of students during the Flexible Block from 12:00 - 1:15 daily.

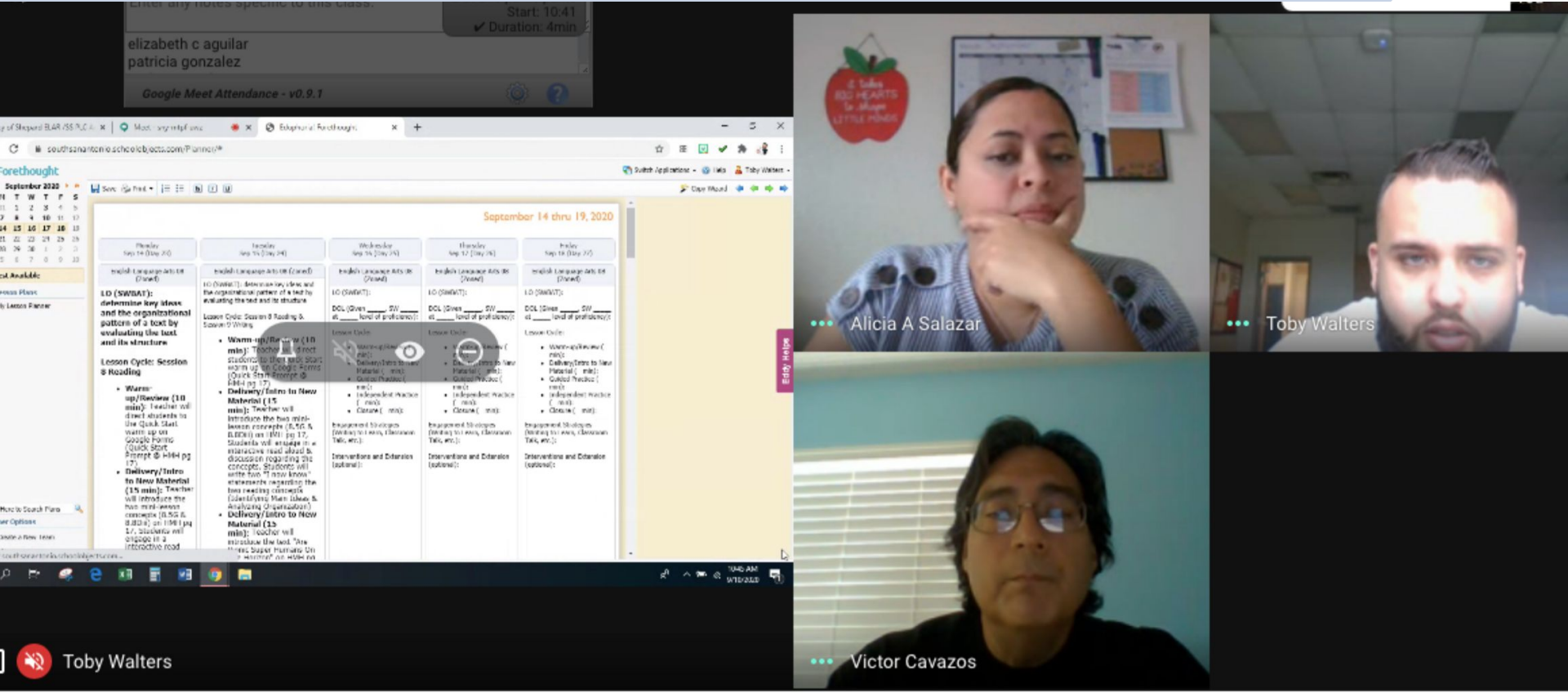
On Thursdays from 1:30 - 2:15 Eve can run reading planning while an IC runs writing planning or vice versa with 4th Grade for the Trios.

On Thursdays from 1:30 - 2:15 the 4th trios at Madla and PA will join their math coach for PLC.

On Fridays from 1:30 - 2:15 Mari can run science planning with Hutchins and Armstrong 5th grade teachers who only teach science and



Shepard PLC- ELAR


elizabeth c aguilar
patricia gonzalez
Google Meet Attendance - v0.9.1
Forethought
September 14 thru 19, 2020
Alicia A Salazar
Toby Walters
Victor Cavazos
Toby Walters

Parent Support & Resources

Parent Support & Resources

Parent trainings were delivered in August on the various platforms: Google, Seesaw and Nearpod in both English and Spanish.
Additional trainings will be forthcoming in the areas of :

- Attendance and grading policies
- Fostering Mental Health Wellness in Remote Learning
- Tutorials and training on Digital Platforms: Google, Seesaw, and Nearpod

Through the Care Zone, the District offers mental and physical support for families by providing mental health services, clothing and food distribution.

Entrenamiento para padres: ¡Cómo ayudar a su hijo mientras aprende virtualmente!

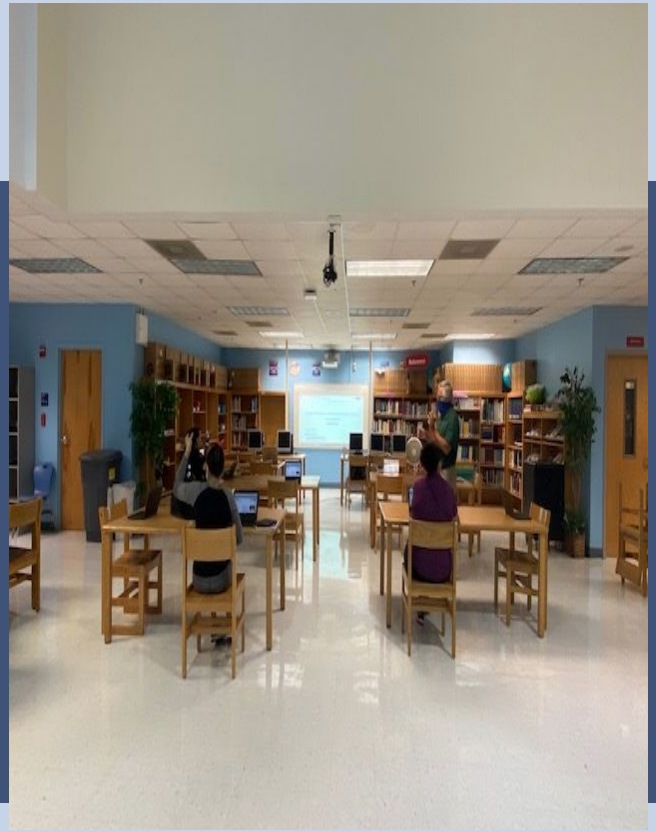
Venga a aprender como usar Seesaw, Nearpod y Google Classroom para apoyar a sus estudiantes en casa.

Para más información y registrarse, por favor comuniquese con Estella Aguirre al 210-977-7080

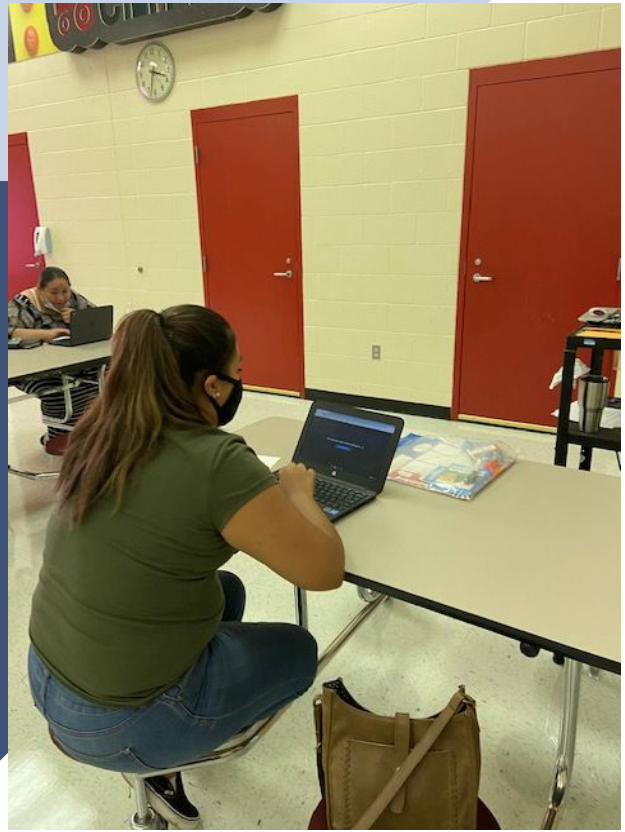
- ***Hable pronto, solo hay 10 lugares en cada sesión.***

Se tomarán precauciones de seguridad.

	Carrillo (4 de agosto)	Benavidez (10 de agosto)	Shepard (11 de agosto)
(sesiones serán en persona)	*Seesaw*	*Seesaw*	*Google Classroom/ Nearpod*
8:00 am – 8:40 am	inglés	español	inglés
9:00 am – 9:40 am	inglés	español	inglés
10:00 am – 10:40 am	inglés	español	inglés
1:00 pm – 1:40 pm	inglés	inglés	español
2:00 pm – 2:40 pm	español	inglés	español
3:00 pm – 3:40 pm	español	inglés	inglés

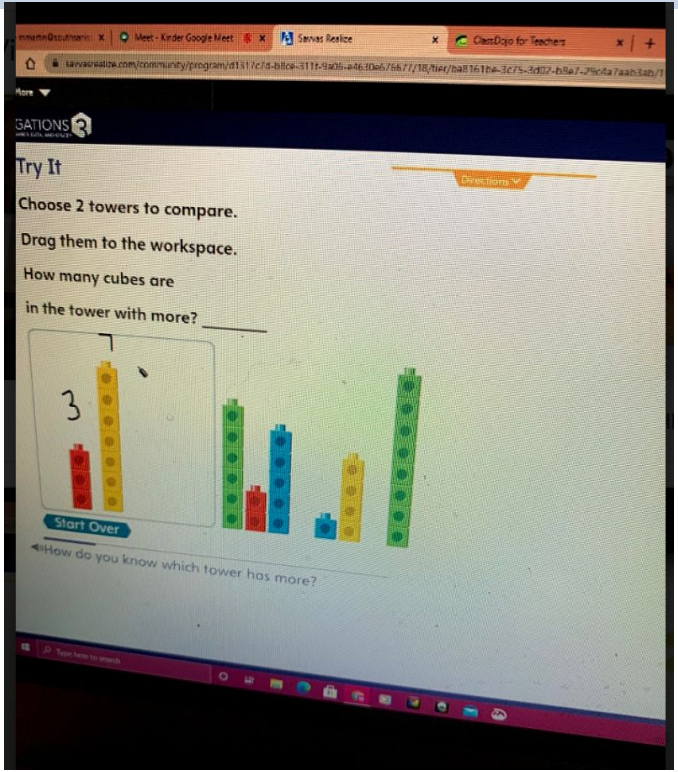


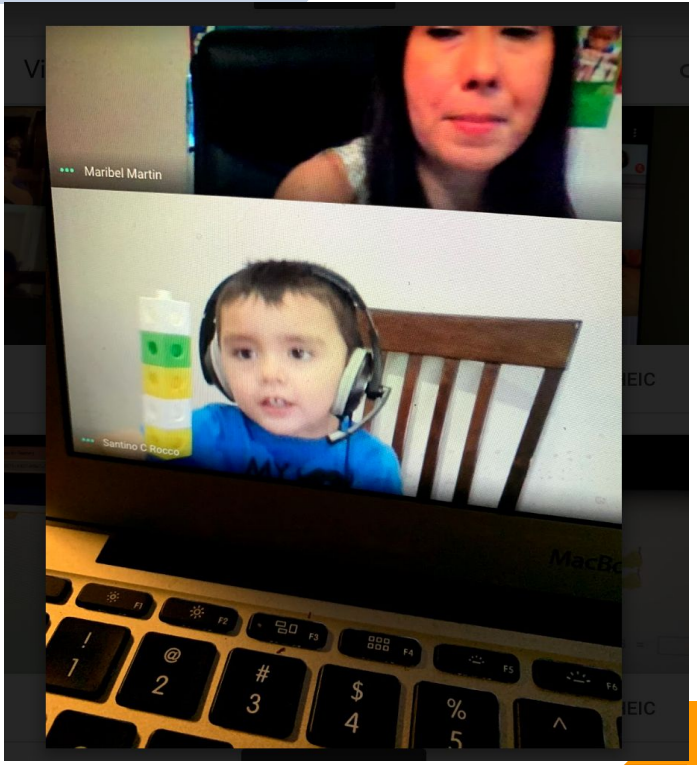
BON
APPÉTIT
EAT WELL
HEALTHY
SNACKS
EAT WELL



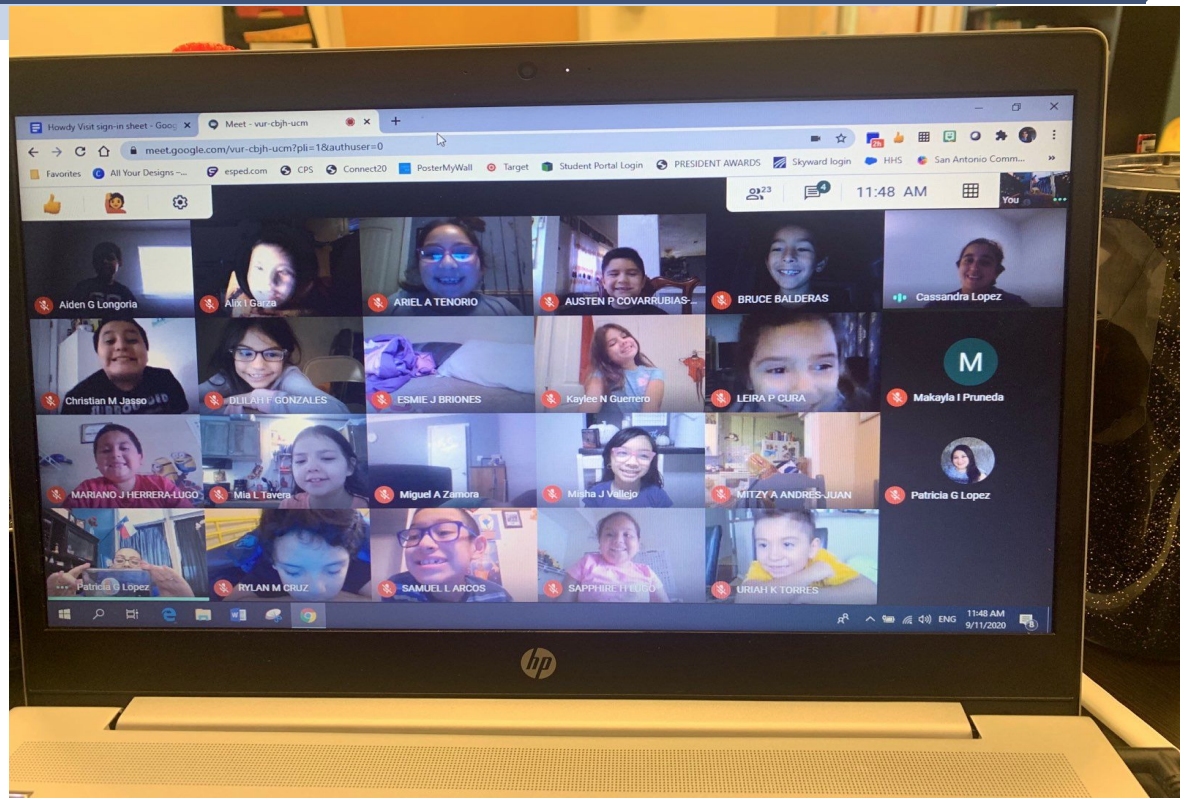
Virtual Learning at a Glance

Carrillo ES
Maribel Martin's Kindergarten Class

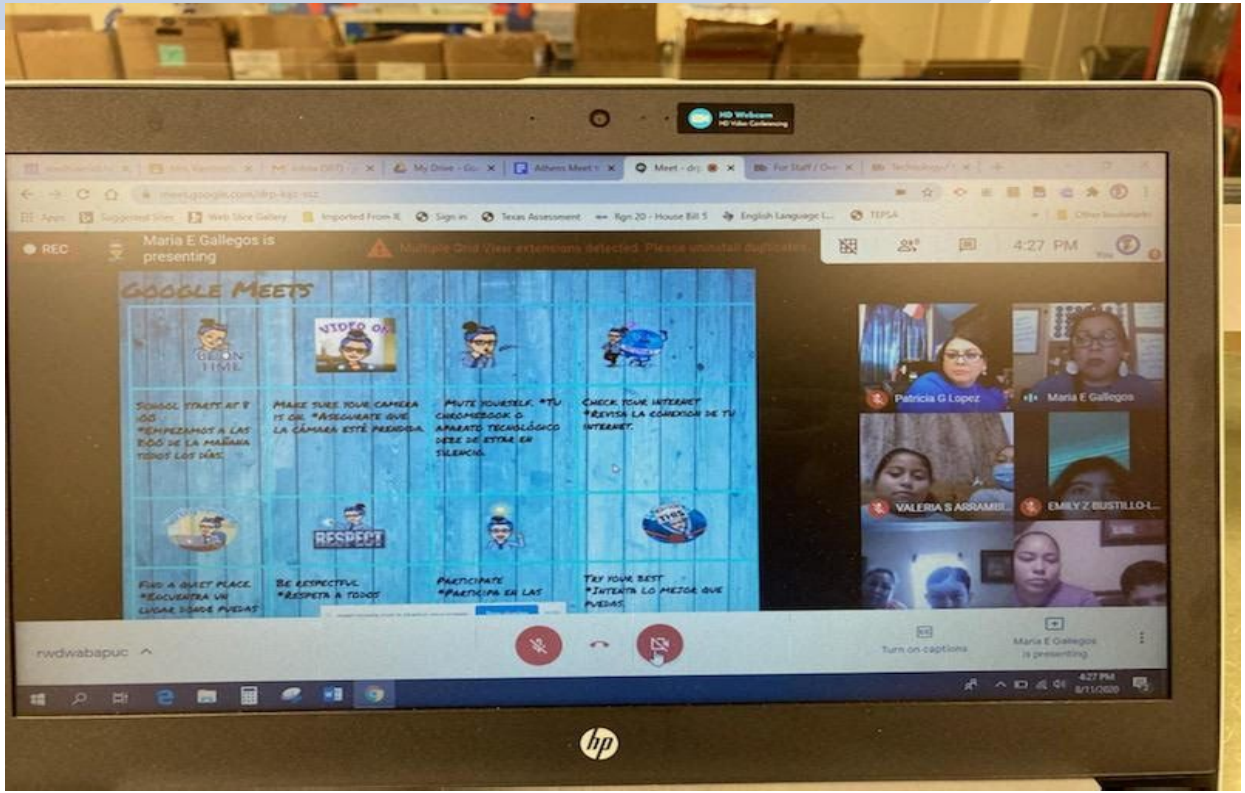




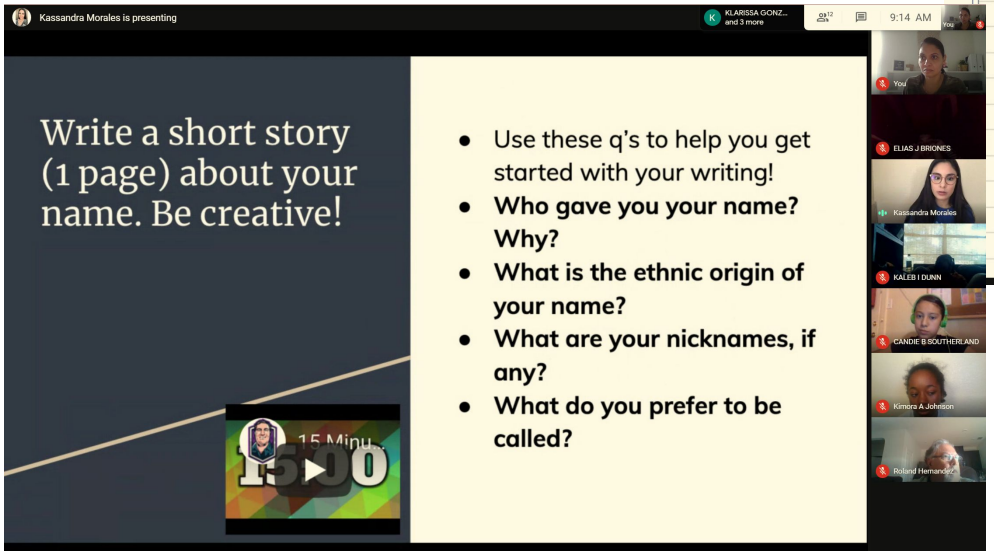
Athens ES
Cassandra Lopez' Second Grade Class

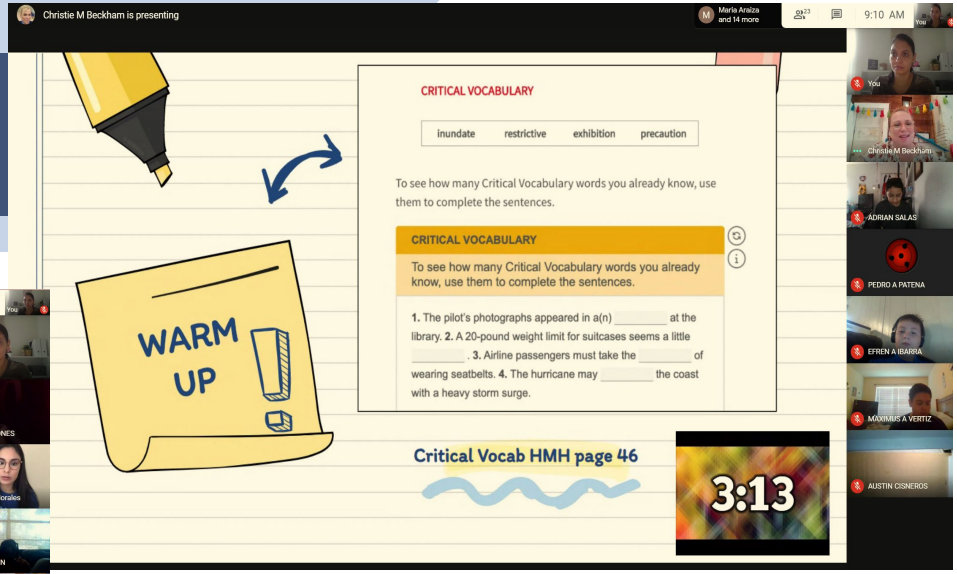


SEL Lesson
Patricia Lopez, Counselor



Dwight MS ELAR
Christie Beckham





South San Antonio ISD Asynchronous Plan

The Asynchronous Framework has been vertically aligned Pre-K through 12th grades with the following components: SEL to promote student wellness, an opportunity/flexible block to differentiate instruction for target groups and office hours to sustain student and parent engagement. In an effort to provide intensive support to teachers, schedules have been created to provide common times for the facilitation of district-wide PLCs and other networking opportunities to collaborate on the development of high quality virtual lessons.

Attestations

Instructional Schedule

- ❑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ❑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ❑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ❑ Students are provided **clear means to engage with academic material on a daily basis**.
- ❑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ❑ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:

- Half day PreK – 90 instructional minutes
- Full day PreK – 180 instructional minutes
- K through 5th grade – 180 instructional minutes
- 6th through 12th grade – 240 instructional minutes

Materials Design

- ❑ District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
  - ❑ Assessments that ensure continued information on student progress remotely
  - ❑ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - ❑ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ❑ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ❑ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ❑ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ❑ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ❑ Data from the Learning Management System (LMS) showing progress made that day
  - ❑ Curricular progress evidenced from teacher/student interactions made that day
  - ❑ Completion and submission of assignments planned for that day
- ❑ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ❑ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ❑ Student **feedback is provided from the instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ❑ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ❑ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ❑ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - ❑ Cover all grade levels and content areas that are participating in asynchronous learning
  - ❑ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - ❑ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system

- ❑ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

PRE-K SCHEDULE

	MONDAY(AM)	MONDAY (PM)	TUESDAY (AM)	TUESDAY (PM)	WEDNESDAY (AM)	WEDNESDAY(PM)	THURSDAY	THURSDAY PM	FRIDAY	FRIDAY PM
7:30-8:15 (45 mins.)	Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)	
8:15-8:45 (30 mins.)	Group A- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Math/ Science - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud- Google Meets	
8:45-9:00 (15 mins.)	Brain Break/Self-care		Brain Break/Self-care		Brain Break/ Self-care		Brain Break/Self-care		Brain Break/Self-care	
9:00-9:30 (30 mins.)	Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets	
9:30-10:00 (30 mins.)	Seesaw Independent Work: Read Aloud		Seesaw Independent Work: Phonologocial Awareness		Seesaw Independent Work: Read Aloud		See Saw Independent Work: Phonological Awareness		See Saw Independent Work: Read Aloud	
10:00-10:15 (15 mins.)	Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care		Brain Break/ Self-care		Brain Break/ Self-care	
10:15-10:45 (30 mins.)	Music and Movement/Independent PE		Music and Movement/ Independent PE		Music and Movement/ Independent PE		Music and Movement/ Independent PE		Music and Movement/ Independent PE	
10:45-11:15 (30 mins.)	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Math/Science	Seesaw Independent Work: Phonological Awareness	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Phonological Awareness	SeeSaw Independent Work: Math/Science	See Saw Independent Work: Phonological Awareness	SeeSaw Independent Work: Letter of the Week	See Saw Independent Work: Read Aloud
11:15-11:30 (15 mins.)	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/ Self-care	Brain Break/Self-care	Brain Break/ Self-care	Brain Break/Self-care
11:30-12:00 (30 mins.)	Seesaw Independent Work: Writing	SeeSaw Independent Work: Writing	Seesaw Independent Work: Writing	SeeSaw Independent Work: Math/ Science	Seesaw Independent Work: Writing	SeeSaw Independent Work: Math/ Science	SeeSaw Independent Work: Writing	SeeSaw Independent Work: Math/Science	SeeSaw Independent Work: Writing	SeeSaw Independent Work: Letter of the Week
12:00-12:30 (30 mins.)	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00 (30 mins.)		Seesaw Independent Work: Read Aloud		Seesaw Independent Work: Writing		Seesaw Independent Work: Writing		SeeSaw Independent Work: Writing		SeeSaw Independent Work: Writing
1:00- 1:15 (15 mins.)		Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care
1:15-1:45 (30 mins.)		Music and Movement/Independent PE		Music and Movement/Independent PE		Music and Movement/Independent PE		Music and Movement/Independent PE		Music and Movement/Independent PE
1:45-2:15 (30 mins.)		Group B- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Math/ Science - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud- Google Meets
2:15-2:30 (15mins.)		Brain Break/Snack		Brain Break/Snack		Brain Break/Snack		Brain Break/Snack		Brain Break/Snack
2:30-3:00 (30 mins.)		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets
3:00 - 3:30 (30 mins.)	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Pre-K teachers see half their students in the AM and half their students in the PM.

K-5 Self Contained Asynchronous Learning Framework

<table>
<tr><th>Time</th><th>Minutes</th><th colspan="3">Daily Schedule</th></tr>
<tr><td>7:40-8:00

Office Hours</td><td>20 min</td><td colspan="3">• Monitor student data/grading for attendance
• Parent conferences/responding to parents</td></tr>
<tr><td>8:00-8:15

Morning Meeting</td><td>10-15 min</td><td colspan="3">Morning Meeting/SEL Lesson (10 min)

GoNoodle Brain Break (3-5 min)--transition for kids and teacher</td></tr>
<tr><td rowspan="4">8:15-9:40

Literacy Block</td><td rowspan="2">20 min</td><td colspan="3">Reading Workshop Mini Lesson (Live mini lesson -live model /recorded and uploaded)</td></tr>
<tr><td>Team 1 (struggling)</td><td>Team 2 (medium)</td><td>Team 3 (high)</td></tr>
<tr><td>20 min</td><td>Comprehension Focus Skill (Meets)</td><td>Independent Reading - RAZ</td><td>Word Study/Spelling</td></tr>
<tr><td>20 min</td><td>Word Study/Spelling (Independent)</td><td>Comprehension Focus Skill</td><td>Independent Reading - RAZ</td></tr>
<tr><td></td><td>20 min</td><td>Independent Reading - RAZ</td><td>Word Study/Spelling</td><td>Comprehension Focus Skill</td></tr>
<tr><td colspan="5">9:40-10:00 Break</td></tr>
<tr><td></td><td></td><td colspan="3">TEKS Math Mini Lesson - Focus Skill (Meets Recording Self and Upload)</td></tr>
</table>

10:00-11:20 Numeracy Block	20 min	Team 1 (struggling)	Team 2 (medium)	Team 3 (high)
	20 min	Guided Math Small Group	Happy Numbers/Imagine Math	Activity - Seesaw/Classroom
	20 min	Activity - Seesaw/Classroom	Guided Math Small Group	Happy Numbers/Imagine Math
	20 min	Happy Numbers/Imagine Math	Activity - Seesaw/Classroom	Math Extension Small Group
11:20-12:00 Lunch				
12:00 -1:15 Flexible Block	75 min	K-3--1 day per week Synchronous Science Lesson, 1 day per week is Extended PLC, 3 days per week is Extended Opportunity block for reading intervention 4th Grade-- Asynchronous Science Lesson (teacher will record lesson and post assignment), 1 day per week is Extended PLC, 4 days per week is Synchronous Writing Instruction 5th Grade-1 day per week Extended PLC, 4 days of Synchronous Science Instruction		
	15 min	Mini Lesson - Focus Skill (Meets Recording Self and Upload)		
		Team 1 (struggling)	Team 2 (medium)	Team 3 (high)
	20 min	Meet with Teacher	Independent Learning	Independent Learning

	20 min	Independent Learning	Meet with Teacher	Independent Learning
	20 min	Independent Learning	Independent Learning	Meet with Teacher
1:15-3:30 Opportunity Block				
1:15-2:15 3 Groups/20 min	60 min	Reading Intervention 2 days per week	Math Intervention 2 days per week	PLC 1 day per week
2:15-3:00 Teacher Planning	45 min	• Lesson Planning • Video any lessons needed for asynchronous learning		
3:00-3:25 Office Hours	25 min	• Monitor student data/grading for attendance • Parent conferences/responding to parents		

Grades 6-8 Asynchronous Learning Framework

Daily Schedule						
A Day				**B Day**		
Period	**Time**	**Description**		**Period**	**Time**	**Description**
Opportunity Block **District PLC 1x week**	**8:00-9:00**	• **Teachers support Asynchronous students** • **Extra Special pop services** • **Wellness check/SEL support with counselors or mentors** • **Intervention** • **Parent Contact**		**Opportunity Block**	**8:00-9:00**	• **Teachers support Asynchronous students** • **Extra Special pop services** • **Wellness check/SEL support with counselors or mentors** • **Intervention** • **Parent Contact**
1	**9:00-10:10**	**9:00-9:45 Whole group Direct & Guided Instruction (Synchronous). ELAR- different breakdown, see below**		**5**	**9:00-10:10**	**9:00-9:45 Whole group Direct & Guided Instruction (Synchronous) ELAR- different breakdown, see below**
		9:45-10:10 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous) **ELAR- different breakdown, see below**				**9:45-10:10 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous) ELAR- different breakdown, see below**

2	**10:20-11:30**	**10:20-11:05 Whole group Direct & Guided Instruction (Synchronous)ELAR- different breakdown, see below**		**6**	**10:20-11:30**	**10:20-11:05 Whole group Direct & Guided Instruction (Synchronous) ELAR- different breakdown, see below**
		11:05-11:30 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below				**11:05-11:30 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below**
Lunch	**11:30-12:15**			**Lunch**	**11:30-12:15**	
3	**12:15-1:25**	**12:15-1:00 Whole group Direct & Guided Instruction (Synchronous) ELAR- different breakdown, see below**		**7**	**12:15-1:25**	**12:15-1:00 Whole group Direct & Guided Instruction (Synchronous)ELAR- different breakdown, see below**
		1:00-1:25 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below				**1:00-1:25 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below**
4	**1:35-2:45**	**1:35-2:20 Whole group Direct & Guided Instruction (Synchronous)ELAR- different breakdown, see below**		**8**	**1:35-2:45**	**1:35-2:20 Whole group Direct & Guided Instruction (Synchronous)ELAR- different breakdown, see below**
		2:20-2:45 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below				**2:20-2:45 Gen ed/ Spec ed Small group or Independent Practice (Asynchronous)ELAR- different breakdown, see below**

Opportunity Block	**2:45-3:45**	• **Teachers support Asynchronous students** • **Extra Special pop services** • **Wellness check/SEL support with counselors or mentors** • **Faculty Meetings/Campus PD** • **Intervention** • **Parent Contact**		**Opportunity Block**	**2:45-3:45**	• **Teachers support Asynchronous students** • **Extra Special pop services** • **Wellness check/SEL support with counselors or mentors** • **Faculty Meetings/Campus PD** • **Intervention** • **Parent Contact**

High School 2020-2021

Remote -Online Learning Bell Schedule

Time	Monday – A Day	Tuesday – B Day	Wednesday – A Day	Thursday – B Day	Friday – A / B Day
8:30 – 9:30	Opportunity Block ● Tutoring ● Interventions ● PLC Planning ● Extracurricular Activities	Opportunity Block ● Tutoring ● Interventions ● PLC Planning ● Extracurricular Activities	Opportunity Block ● Tutoring ● Interventions ● PLC Planning ● Extracurricular Activities	Opportunity Block ● Tutoring ● Interventions ● PLC Planning ● Extracurricular Activities	SEL: Caseload Check - In
9:35 – 10:45	1st Period Asyn or Syn	5th Period Syn	1st Period Syn	5th Period Asyn	1st / 5th Syn
10:50 – 12:00	2nd Period Asyn or Syn	6th Period Syn	2nd Period Syn	6th Period Asyn	2nd / 6th Syn
12:05 – 12:35	Lunch	Lunch	Lunch	Lunch	Lunch

12:40 – 1:50	**3rd Period** **Asyn or Syn**	**7th Period** **Syn**	**3rd Period** **Syn**	**7th Period** **Asyn**	**3rd / 7th** **Syn**
1:55 – 3:05	**4th Period** **Asyn or Syn**	**8th Period** **Syn**	**4th Period** **Syn**	**8th Period** **Asyn**	**4th / 8th** **Syn**
3:10- 4:10	**Opportunity Block** ● **Tutoring** ● **Interventions** ● **PLC Planning** ● **Extracurricular Activities**	**Opportunity Block** ● **Tutoring** ● **Interventions** ● **PLC Planning** • **Extracurricular Activities**	**Opportunity Block** ● **Tutoring** ● **Interventions** ● **PLC Planning** ● **Extracurricular Activities**	**Opportunity Block** ● **Tutoring** ● **Interventions** ● **PLC Planning** ● **Extracurricular Activities**	**SEL:** **Caseload** **Check - In**

***High school students will follow an A/B block schedule which will include the four content areas and elective courses.**

Component	Explanation
What are the expectations for daily student interaction with academic content?	**PK-5** Minimum Number of Synchronous/Asynchronous Minutes Daily PK = 60/180 minutes K-3= 80/160 minutes Gr 4-5= 120/120 minutes Students are expected to engage in the scheduled content using a blend of synchronous and asynchronous instruction throughout the day. They will experience synchronous learning daily through student-teacher interactions, which include direct instruction via mini lessons for reading, writing, math, and science. Students also have opportunities for small group instruction in each of these content areas. The synchronous lessons are recorded so students can access them as needed. In addition to the synchronous mini lesson and small group time, teachers have office hours daily to provide additional support to students or parents. We have time set aside to provide targeted support and interventions based on student data collected synchronously and asynchronously. Special Education, ESL, GT, Instructional and Related Services are providing additional support during the small group, intervention, and office hours times. **Grades 6-12** Students are expected to engage in the scheduled content using a blend of synchronous and asynchronous instruction throughout the day. They will experience synchronous learning daily through student-teacher interactions, which include direct instruction via mini lessons for core classes and electives. Students also have opportunities for small group instruction. The synchronous lessons are recorded so students can access them as needed. In addition to the synchronous lesson and small group time, teachers have office hours daily to provide additional support to students or parents. We have time set aside to provide targeted support and interventions based on student data collected synchronously and asynchronously. Special Education, ESL, GT, Instructional and Related Services are providing additional support during the small group, intervention, and office hours times. Grades 6-8 has a minimum of 180 minutes synchronous instruction daily and 220 minutes of asynchronous instruction daily. Grades 9-12 has three days per week of 280 minutes of dedicated synchronous instruction. Three days per week students experience 280 minutes of synchronous or asynchronous instruction, which is determined by data and student need.

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?	To approximate a full day of academic content, students will engage in a blend of synchronous and asynchronous instruction for a minimum of 240 minutes daily in the core areas which is what they would experience on campus. The instruction includes mini-lessons, small group instruction, interventions, and office hours where teachers are available to support students and parents.
What are the expectations for teacher/student interactions?	Teachers are engaging students daily through synchronous lessons, including whole group mini-lesson, small group instruction, and intervention. Students are able to interact with their peers during synchronous instruction, and teachers will be able to provide student feedback during the sessions as well. Teachers set norms and expectations for engagement to ensure student participation, interaction, and response. Teachers will establish both flexible intervention groups and guided reading groups to provide differentiated instruction to meet the needs of students. Also, in the morning and afternoon, teachers have office hours to meet with students and/or parents to answer questions or provide any additional support needed.
How will teacher/student interactions be differentiated for students with additional learning needs?	Following the district framework, all Dual Language (PK/K), Bilingual (1st - 5th) and English as a Second Language (ESL) teachers will have "Opportunity Time" built into their schedule for additional small group intervention and tutoring. Each content lesson also includes time for small group instruction. In Dual Language classrooms, English Language Development (ELD) and/or Spanish Language Development (SLD) time has been built into the daily schedule to assist English-learners and Spanish-learners with language acquisition. ● ELD- provided to all students in the DL classroom with a focus on the EL students (daily) ● SLD- provided to all students in the DL classroom with a focus on the EP students (embedded into literacy block through sheltered instruction strategies and small group instruction) In PK/HS DL classrooms, instructional aides will be supporting instruction through whole group lesson support and small group instruction to include: ● Small group ELD support ● 30 minutes daily of literacy support and/or SLD for English Proficient (EP) or struggling English Learner (EL) students In Kinder DL classrooms, instructional aides will be supporting instruction through whole group lesson support and small group instruction to include: ● 40 minutes of literacy support daily (2 20-minute blocks) to EP students and struggling EL students ● 20 minutes of numeracy support daily

In secondary ESL classrooms, teachers incorporate scaffolds throughout the lessons to provide personalized support to English-learners. Small group instruction is built into the daily lesson and may be conducted by the ESL/ELAR teacher and/or the ESL instructional aide. Newcomers are provided additional language acquisition instruction through an ELD elective. Following the district framework, all CTE students have scheduled "Opportunity Blocks" built into their schedule for additional small group intervention and tutoring. Each content lesson also includes time for small group instruction. In addition, CEV Multimedia (iCEV), National Restaurant Association, Certiport (Moore Solutions & GMetrix) and Cengage online curriculum resources are being purchased to support online learning for CTE classes.
The district has developed instructional expectations for students in special programs. In addition, there are guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings. 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.

General special education guidelines:

● IEP Services including accommodations/modifications will be followed and implemented based on the student's IEP or for student's who will need a contingency plan one will be developed.
● Special Education teachers will make contact with each parent once a week for the student on their caseload.
● Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held virtually within the timeline.

Inclusion Teachers:

● Special Education teachers will participate in the live virtual lessons with the general education co-teacher following their daily schedule. Special education teachers who are unable to attend live/synchronous lessons will meet virtually with the students who require support services during asynchronous time or opportunity blocks.
● Special education teachers will provide virtual small group support/instruction as needed.
● Teachers will participate in a virtual PLC with general education instructional staff and special education staff weekly.
● Special Education teachers will document services provided on the Student Inclusion Support Service Record (SISSR) Logs
● Special Education teachers are expected to be proficient in the technology tools their co-teachers are using in the virtual classroom

Daily requirements for Inclusion Paraprofessionals:

● Participate in Virtual Live Lesson with the general education teacher following their daily schedule. Inclusion paraprofessionals who are unable to attend Virtual Live Lessons will meet virtually with the students who require support services during asynchronous time or opportunity blocks.
● Ensure you are invited as a teacher to all Google Classrooms in the classes you serve.
● Provide virtual small group support as needed.
● Document services provided on the Student Inclusion Support Service Record (SISSR) Logs.
● Collaborate and communicate with the case manager and teachers about student progress and needs.
● Participate in a virtual PLC with special education staff weekly.

Specialized Program Teachers:

- Instruction during virtual school will continue using TEKS Resources by accessing the vertical alignment to meet each student's individual needs.
- Lessons should be designed for students to meet student IEP goals and objectives.
- For students receiving instruction through a specialized classroom like Structured Learning (BAC), Early Childhood Special Education, and Learning in a Functional Environment (Life Skills). The South San ISD Specialized Instructional virtual platforms, such as Google classroom, Seesaw is required for virtual learning.
- Teachers will follow a daily schedule and participate in virtual live lessons with instructional aide(s).
- Teachers will be required to make parent contact 1 time a week for each student on your caseload.
- Teachers will participate in virtual specialized unit team meetings weekly.
- Teachers will participate in virtual PLC's with special education staff weekly.

Specialized Program Paraprofessionals:

- Paraprofessionals will assist Special Education teachers in searching, creating, and assigning activities for students.
- Paraprofessionals will hold office hours to provide instructional support to parents and students as needed.
- Paraprofessionals will participate with teachers in live google meets per teachers instructions.
- Paraprofessionals will participate in special education meetings and unit team meetings weekly.
- Paraprofessionals will collect student data as it pertains to student IEPs.

Dual Language (PK/K), Bilingual (1st - 5th) and English as a Second Language (ESL) teachers will follow district expectations and schedules to include daily live lessons and small group instruction (synchronous) as well as independent work and time on online learning platforms, such as SummitK12 TELPAS Connect to Literacy (asynchronous).

DL instructional aides will attend synchronous literacy lessons in order to ensure continuity during small group literacy support. Small group rosters will be flexible and based on formal and informal data from whole group mini-lesson and independent work.

ESL instructional aides will:

- attend synchronous ELAR/ESL lessons in order to ensure continuity during small group support. Small group rosters will be flexible and based on formal and information data from whole group mini-lesson independent work.
- will be added to the Google Classroom for any core content classroom he/she will be supporting.
- attend weekly ELAR PLC meeting with ELAR/ESL teacher

DL and ESL instructional aides will support classroom teachers in conducting one-on-one conferences with struggling students and parent conferences.

	CTE teachers will be assigned a rotating daily schedule to include the following: Monday- PL morning, afternoon PLAN; Tuesday- PLAN; Wednesday-Caseload Contact; Thursday- Office Hours/Intervention; Friday-Caseload Contact. Gifted/Talented teachers will follow district expectations and schedules to include weekly lessons via Google Classroom as well as availability via daily virtual office hours.

Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Teachers delivering in-person instruction will meet with teachers delivering virtual instruction weekly. These PLCs will support the delivery of both models and ensure consistency in delivering the research-based TEKS aligned curriculum as well as assessments. Students have digital access to textbooks and all instructional materials teachers are utilizing to deliver the curriculum. In addition to accessing the digital platforms for the textbooks, students will have access to all instructional materials via Seesaw, Google Classroom, and Schoology. Students who are learning in person or virtually can take unit and district common assessments on a digital platform. This platform will provide accommodations for students who require them and is similar to the online testing environment students experience when they take Interim Assessments and STAAR online.

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?
Math Instructional Materials	K-12th	TEKS Resource System Investigations K-2 Happy Numbers K-2 Imagine Math K-8 Pearson Textbooks K-12 District Created Aligned Resources Texas Home Learning 3.0	**Digital District Assessments Gr 3-12** **Screening with Happy Numbers (BOY, MOY, EOY) and Imagine Math Gr 3-8** **Investigations assessments for K-2** **Campus Digital Assessments for Gr 3-12** **Seesaw Activities** **Google Classroom Activities** **Nearpod Activities**	**Yes**	Differentiated and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to the students based on their individualized educational plan.	*Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC*

ELA Instructional Materials	K-12th	HMH Textbook K-8 Pearson Textbook 9-12 Raz Kids K-8 District Created Aligned Resources Texas Home Learning 3.0	**mClass/IDEL screener for K-5 and progress monitoring** **Istation for Grade 7** **Digital District Assessments for Gr 3-12** **Campus Digital Assessments for Gr 3-12** **Seesaw Activities** **Google Classroom Activities** **Nearpod Activities** **RazKids Plus**	**Yes**	Differentiated and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to the students based on their individualized educational plan.	*Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC* Dual Language classrooms will utilize Frog Street Press in addition to HMH curriculum materials. Secondary ESL classrooms will utilize *Easy English* workbook and TELPAS Connect to Literacy online platform.
Science Instructional Materials	K-12th	TEKS Resource System Stemscopes K-8 Edusmart 5-8 Pearson Textbook Texas Home Learning 3.0	**Digital District Assessments for Gr 3-12** **Campus Digital Assessments for Gr 3-12** **Seesaw Activities** **Google Classroom Activities** **Nearpod Activities** **Edusmart Activities for Gr 5-8**	**Yes**	Differentiated and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to the students based on their individualized educational plan.	*Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC*

Social Studies Instructional Materials	K-12th	TEKS Resource System Pearson Textbook K-5 McGraw Hill 6-12 Texas Home Learning 3.0	**Digital District Assessments for Gr 3-12** **Campus Digital Assessments for Gr 3-12**	**Yes**	Differentiated and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to the students based on their individualized educational plan.	*Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC*
Career & Technical Education Instructional Materials	9th - 12th	ICEV MultiMedia Cengage Moore Solutions National Restaurant Association Texas Home Learning 3.0	**Daily Demonstrations of Learning (DOLs)** **Unit Assessments**	**Yes**	Differentiated and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to the students based on their individualized educational plan.	*Linguistic accommodations for instruction and designated supports for assessments will be determined by the LPAC*

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?	Instructional materials will be available digitally through Seesaw, Google Classroom, and Schoology. The synchronous and asynchronous instruction have been aligned so teachers and students can move seamlessly between the two modes of delivery and learning. Teachers adapt them as necessary so that students have an interactive experience. Teachers will share their screen on Google Meet to demonstrate to students how to access the platforms and instructional materials. They will also provide videos to ensure students and parents have detailed instructions on how to navigate the platforms to access the instructional content. Teachers delivering in-person instruction will meet with teachers delivering virtual instruction weekly to ensure consistency. . These PLCs will support the delivery of both models and ensure consistency in delivering the research-based TEKS aligned curriculum as well as assessments. Students have digital access to textbooks and all instructional materials teachers are

	utilizing to deliver the curriculum. In addition to accessing the digital platforms for the textbooks, students will have access to all instructional materials via Seesaw, Google Classroom, and Schoology. Students who are learning in person or virtually can take unit and district common assessments on a digital platform. This platform will provide accommodations for students who require them and is similar to the online testing environment students experience when they take Interim Assessments and STAAR online
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Newcomers in 6th-8th grades will be provided an English Language Development (ELD) elective to provide early language and literacy support. **Professional Development-**To comply with IDEA and our effort to provide quality services to students receiving dyslexia and special services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, and Paraprofessionals providing instruction and services to students receiving Special Services. Professional Development will be provided through local and contracted personnel throughout the school year. **Related Services & Speech Language Services-**Teletherapy for Occupational Therapy, Physical Therapy, and counseling will be provided virtually through pre scheduled google Hangouts. These services will be documented in the related service log. Contingency Plans will reflect any changes to the provisions of direct services. Students will receive a virtual service description letter at the beginning of the school year with information regarding parent log in. **Social and Emotional Learning**- For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment. The teacher will work with Lisa Rogers (consultant) on creating visuals, social stories, and structures in the home that help parents to reduce distractions and give students opportunity for breaks. **Homebound services** will be provided remotely through asynchronous or synchronous instructional methods for qualifying students in general education and special education. **Dyslexia Services** - Students will receive synchronous instruction virtually in a small group setting and will have access to the dyslexia intervention interactive software as well as google classroom and google meets. Student materials and technology necessary to meet the students needs will be delivered to parents at the campus or home. Instructional support logs will be kept for all students receiving dyslexia services.

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

Component	Explanation
What is the expectation for daily student engagement?	Tracking of student engagement will be done on a daily basis. In order to be counted as Remote Asynchronous Present, the student does not have to be present at a designated official attendance time but must be **engaged** in one of the following ways during that day: ● Daily progress in the LMS Schoology; or ● Daily progress via teacher-student interactions; or ● Completed/Turned-in assignments to the teacher (potentially via email, on-line, or mail). Students will be counted as Remote Asynchronous Present on a daily basis by default. Staff will take attendance on a daily basis at a designated time. Students that are not actively engaged at the time of class will be marked absent. Students will have multiple opportunities to be marked Remote Asynchronous Present by engaging in any of the three described methods above by 11:59 pm. Teachers will review reports from the LMS, emails from students, and/or work that has been submitted prior to 11:59 pm to count the student RA Present. Teachers will then return to the attendance page at any time and update a student from Absent to RAP as students interact with the teacher or engage in instruction for that day.
What is the system for tracking daily student engagement?	Student progress will be tracked daily in Schoology, through daily progress via teacher-student interactions, and through completed/turned-in assignments to the teacher. Teachers will continue to maintain records of student grades, attendance, and discipline in the student information system, Skyward. Families and students will be provided clear communications about expectations and support for accessing and participating in remote instruction.
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	Engagement will be tracked daily through Schoology, teacher/student interactions, and/or completion of assignments. Additional progress monitoring will occur through formative assessments and demonstrations of learning using the evaluation procedures used during on campus instruction. School grading policy for remote student work will be consistent with those used prior to COVID-19 for on campus assignments. Grading policy will also be consistent between both in-person and virtual instructional models. Interim progress reports shall be issued for all students after each third week of each grading period. Struggling students will be monitored, and an early intervention plan will be developed allowing for opportunities to reteach, retest, and resubmit assignments and/or daily work.

What is the system for tracking student academic progress?	Student academic progress will be tracked daily in Schoology, Google Classroom, and Seesaw through daily assignments, activities, and interaction with teachers and peers. Teachers will provide feedback to students frequently to support continued engagement and will inform parents of students who need additional support to be successful. Parents are able to access student grades via Skyward. Teachers will continue to follow the adopted grading policy. Teachers use formative assessments and daily demonstration of learning to determine student progress and they also utilize this data to drive small group instruction and interventions. In the chart above are content specific assessments, screeners, and progress monitoring tools. Dual Language ● Head Start & PK: BOY/MOY/EOY progress monitoring through CIRCLE Progress Monitoring ○ Early Childhood assesses in dominant language for Kinder Readiness purposes ○ In DL classrooms, EP students will also be assessed in Spanish to monitor language acquisition ● Kinder DL students will be assessed using Amplify using both English and Spanish to monitor language acquisition. Bilingual (1st-5th) and ESL (6th-12th) classrooms will follow district progress monitoring expectations though daily DOLs, Unit Assessments and Nine Week Assessments. CTE teachers will use Google Classroom to track students' academic progress. CTE teachers will follow district progress monitoring expectations though daily DOLs, Unit Assessments and Nine Week Assessments. Gifted/Talented teachers will use Google Classroom to track students' academic progress as well as unit progress reports.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are using daily formative assessments and demonstration of learning to give students feedback on progress and determine needs for intervention and small group instruction. Daily feedback occurs through a variety of avenues: Google Meet sessions, lessons in Seesaw, Google Classroom, Schoology, small group instruction, and teacher office hours. The district will conduct screeners in reading and math at the beginning of the year and will also give nine week assessments and benchmarks per usual.

The following is a sample of sessions secondary teachers had the opportunity to choose to attend virtually the afternoon of August 6. These sessions were created to support the delivery of virtual instruction and the curriculum. Teachers had a choice of sessions they could attend and all sessions were recorded to give them the opportunity to view other sessions they were not able to attend. Elementary teachers had the same opportunity the afternoon of August 7.

SouthSan ISD

August Virtual Professional Learning Choice Board

Please pick one session from EACH column to attend.

Session 1	Session 2	Session 3
12:00 - 12:45 pm	**1:00 - 1:45 pm**	**2:00 - 2:45 pm**
Classroom Management 101 for the Virtual Classroom **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy	**Classroom Management 101 for the Virtual Classroom** **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy	**Classroom Management 101 for the Virtual Classroom** **Facilitator:** Maria Rendon **Description:** 5 tips/strategies for classroom management in the virtual setting. **Moderator:** Denise Orosco **Link:** meet.google.com/ndz-egpu-vhy
Asynchronous Formative Assessments with Google Forms and Flipgrid **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp	**Asynchronous Formative Assessments with Google Forms and Flipgrid** **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp	**Asynchronous Formative Assessments with Google Forms and Flipgrid** **Facilitator:** Andrea Sanchez **Description:** How to use Google Forms and Flipgrid for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Lorraine DeLeon **Link:** meet.google.com/gdj-urgv-dnp
Synchronous Formative Assessment with Kahoot & Gimkit **Facilitator:** Raquel Acosta **Description:** How to engage and assess	**Asynchronous Formative Assessment with Quizlet & Quizizz** **Facilitator:** JD McClain **Description:** How to use Quizlet and Quizizz	**Google Classroom 101** **Facilitator:** Elizabeth Aguilar **Description:** Set up Google classroom, posting comments, grades, Google Meet for

students during Synchronous Learning with Kahoot and Gimkit. **Moderator:** Robert Ferreiro **Link:** meet.google.com/bgt-wtjz-mth	for Asynchronous Formative Assessment in the virtual classroom. **Moderator:** Robert Ferreiro **Link:**https://meet.google.com/wkg-hgta-qai	small group, and assigning a copy of an assignment/interactive notebook to every student **Moderator:** Nichole Speer **Link:** https://meet.google.com/kux-eaje-vkv
Starting a Youtube Channel **Facilitator:** JD McClain **Description:** Start your own educational Youtube channel for your students to access anytime, anywhere **Moderator:** Jose Guereca **Link:** https://meet.google.com/wkg-hgta-qai	**Navigating UPDATED HMH ELAR Middle School Online Resources** **Facilitator:** Alicia Lopez-Wait **Description:** Walk through the new HMH to help locate Teacher's Guides, extension and intervention activities. **Moderator:** Joseph Montano **Link:** https://meet.google.com/zox-vhty-npi	**Title: Screencastify 101** **Facilitator:** JD McClain **Description**: Learn to use Screencastify when recording your computer screen for short 5 minute videos to embed in Nearpod, Google Slides, Google Classroom, etc. **Moderator:** Joseph Montano **Link:** https://meet.google.com/wkg-hgta-qai
Nearpod 101 **Facilitator:** Alicia Lopez-Wait **Description:** Learn the basics of Nearpod to engage students in the learning, assign work, and assess student understanding. **Moderator:** Aileen Camacho **Link:** https://meet.google.com/fhn-pvyx-bei	**Using Google Slides to Structure Lessons** **Facilitator:** Elizabeth Aguilar **Description:** Using Google Slides to structure your lessons will keep both you and the students on track with learning in the virtual classroom. **Moderator:** Aileen Camacho **Link:**https://meet.google.com/gqy-beod-uya	**Using Google Slides to Structure Lessons** **Facilitator:** Robert Ferreiro **Description:** Using Google Slides to structure your lessons will keep both you and the students on track with learning in the virtual classroom. **Moderator:** Aileen Camacho **Link:** https://meet.google.com/ywq-fnpd-hmg
Google Classroom 101 **Facilitator:** Elizabeth Aguilar **Description:** Set up Google classroom,	**Converting Slides into Nearpods** **Facilitator:** Raquel Acosta **Description:** How to use Google Slides to create interactive Nearpods **Moderator**: Lisa Roque **Link:**meet.google.com/bgt-wtjz-mth	**Converting Slides into Nearpods** **Facilitator:** Raquel Acosta **Description:** How to use Google Slides to create interactive Nearpods **Moderator:** Lisa Roque **Link:**meet.google.com/bgt-wtjz-mth

posting comments, grades, google meet for small group, and assigning a copy of an assignment/interactive notebook to every student **Moderator:** Nichole Speer **Link:**https://meet.google.com/bxg-gsno-anm		
Sparking Curiosity with Adobe Spark **Facilitator:** Frances Martinez **Description:** How to create engaging slideshows with embedded animation and audio. **Moderator:** Dori Clements **Link:** https://meet.google.com/pcu-mkni-ajh	**Sparking Curiosity with Adobe Spark** **Facilitator:** Frances Martinez **Description:** How to create engaging slideshows with embedded animation and audio. **Moderator:** Dori Clements **Link:** https://meet.google.com/vht-gqyx-tap	**Sparking Curiosity with Adobe Spark** **Facilitator:** Frances Martinez **Description:** How to create engaging slideshows with embedded animation and audio **Moderator:** Dori Clements **Link:** https://meet.google.com/uhk-eyds-jut
Creating Interactive Videos with EdPuzzle **Facilitator:** Brad Cloud **Description:** EdPuzzle is an incredible resource that will allow you to take any video and turn it into a self-graded quiz. Join us as we learn the ins and outs of this excellent tool. **Moderator:** Cynthia Aguayo **Link:** http://meet.google.com/ico-uedd-occ	**Creating Interactive Videos with EdPuzzle** **Facilitator:** Brad Cloud **Description:** EdPuzzle is an incredible resource that will allow you to take any video and turn it into a self-graded quiz. Join us as we learn the ins and outs of this excellent tool. **Moderator:** Cynthia Aguayo **Link:** http://meet.google.com/ico-uedd-occ	**Creating Interactive Videos with EdPuzzle** **Facilitator:** Brad Cloud **Description:** EdPuzzle is an incredible resource that will allow you to take any video and turn it into a self-graded quiz. Join us as we learn the ins and outs of this excellent tool. **Moderator:** Cynthia Aguayo **Link:** http://meet.google.com/ico-uedd-occ
Title: Jamboard Basics **Facilitator: Marissa Mejia** **Description: Jamboard Basics** Jamboard is an interactive whiteboard. Join us and learn the basic elements. **Moderator:** Rosemary Dwyer **Link:**meet.google.com/muo-airt-npp	**Title: Jamboard Basics** **Facilitator: Marissa Mejia** **Description: Jamboard Basics** Jamboard is an interactive whiteboard Join us and learn the basic elements. **Moderator:** Rosemary Dwyer **Link:**meet.google.com/muo-airt-npp	**Title: Jamboard Basics** **Facilitator: Marissa Mejia** **Description: Jamboard Basics** Jamboard is an interactive whiteboard Join us and learn the basic elements. Moderator: Rosemary Dwyer **Link:**meet.google.com/muo-airt-npp

Elementary PLC Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
Flexible Block 12:00 - 1:15	12:00 - 12:45	Kinder and 1st Campus PLC	2nd Campus PLC	3rd Campus PLC	4th Campus PLC	5th Campus PLC
Opportunity Block 1:15 - 2:15	12:45 - 1:30	Kinder ELAR/ 1st Math	2nd ELAR	3rd ELAR	4th ELAR	5th ELAR
135 min = three 45 minute blocks	1:30 - 2:15	Kinder Math/ 1st ELAR	2nd Math	3rd Math	4th Math	5th Math
			PK District PLC Tuesday 12:30 - 1:45	PK Campus PLC Wed 12:45 - 1:30	4th Grade Trios @ Madla and PA will plan for their content area (Reading, Writing, or Math) with the IC from 1:15 - 2:15. 5th Grade Trio @ Armstrong and Hutchins will have campus PLC from 1:30 - 2:15.	5th Grade Trios @ Armstrong and Hutchins will plan with IC for Reading, Math, Science from 1:30 - 2:15. 4th Grade Trio @ Madla and PA will have campus PLC from 1:30 - 2:15.

*The Secondary PLCs are embedded in the their A/B schedules.

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

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	In an effort to provide intensive support to teachers, schedules have been created to provide common times for the facilitation of district-wide PLCs and other networking opportunities to collaborate on the development of high quality virtual lessons. August Professional Learning was specifically designed with teacher needs in mind for content development as well as how to utilize platforms and virtual tools to deliver instruction effectively. See sample professional learning schedule above. We received an overwhelming positive response on the choice professional learning opportunities in August so we are in the process of surveying teachers on topics for the upcoming professional learning day in October. We will plan to continue this format in the future and involve teachers as presenters of effective practices and expert users of the virtual tools. In elementary and middle school, common district wide PLC times allow for the collaboration of teachers across campuses, grades, and contents. Dual Language (PK/K) weekly PLC for embedded professional learning**.** The Coordinator of Instructional Technology and Media services offered sessions throughout July to prepare teachers for virtual learning. He continues to make videos and regularly sends out helpful tips and links to videos based on teacher needs. Below are some special groups and professional learning they are receiving: ESL (6th - 8th) PLCs bi-weekly for embedded instructional planning and professional learning Dual Language instructional aides provided professional learning sessions on Frog Street Press and Google Meets to facilitate small group instruction CTE teachers will be provided professional learning opportunities through ESC20 virtual professional learning sessions and opportunities provided through contracted services.

	Gifted/Talented specialists, as well as all faculty involved in the instruction of students receiving G/T services, will be provided training and updates through ESC20.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	In addition to the training to support virtual learning, the Department of Teaching & Learning continues to provide professional learning in standards -based instruction and effective instructional practices in a synchronous and asynchronous learning framework. Instructional coaches assigned to campuses are leading PLCs and facilitating teacher collaboration across grades, contents, and campuses to share best practices in synchronous and asynchronous learning. They are also examining formative assessment data to determine re-teach and small group intervention opportunities. Through observations, principals and coaches are determining what job-embedded learning is needed by campus. Coaches develop mini professional learning sessions on a variety of topics. All teachers and paraprofessionals are afforded ample opportunities for professional learning to acquire the skills needed to successfully teach students synchronously and asynchronously. In Grades K-3, where students learn to read and there is likely to be a learning gap, the asynchronous framework was designed to provide small group interventions daily to ensure we are teaching students to read and closing gaps for struggling students. Teachers will give the mClass or IDEL screener to determine specific interventions for students. Additionally, the reading interventionists and SPED teachers will be using the TIer 2 interventions in Amplify mClass to provide intensive support to the most at risk students.

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

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	Multiple opportunities for introduction of the asynchronous plans and expectations for instruction, in English and Spanish, have transpired such as: Parent Orientations prior to the start of school and ongoing, Coffee with the Principal, Parent/Teacher Meetings, daily office hours including one later one per week to accommodate working parents which gives teachers opportunities to provide support to both teachers and families. The first week in August, parents attended in -person trainings to teach them the ABC's of Seesaw and Google Classroom. Parents navigated through the platforms under the guidance of district staff members. District website and social media are utilized to provide pertinent information to parents regarding remote learning.

	South San ISD will post notifications to parents/guardians via Blackboard and Skyward. Guardians will receive phone messages and email notifications of important district announcements.
What are the expectations for family engagement/support of students?	At South San Antonio ISD, we believe parents are crucial partners in the education of their children. We continually seek input from parents via surveys to learn what further support we can provide at both the campus and district level to ensure asynchronous learning success. Teachers are continually communicating that they are available to provide support during morning and afternoon office hours, including one evening session per week to provide support for parents in supporting their students in asynchronous learning. The District is holding parent meetings periodically to address the needs in the surveys. These sessions will be recorded and provided in both English and Spanish. Teachers are tracking parent contact via a digital communication log and meeting with parents regularly to ensure students are participating in synchronous and asynchronous instruction.
What additional supports, training, and/or resources will be provided for families who may need additional support?	SSAISD will maintain communication with the families of our students to not only support the asynchronous learning process but to also continue gathering feedback in order to implement best practices for student & family success during the remote instruction. Parent trainings were delivered in August on the various platforms: Google, Seesaw and Nearpod in both English and Spanish. Additional trainings will be forthcoming in the areas of : ● Attendance and grading policies ● Fostering Mental Health Wellness in Remote Learning ● Tutorials and training on Digital Platforms: Google, Seesaw, and Nearpod Through the Care Zone, the District offers mental and physical support for families by providing mental health services, clothing and food distribution.

	MONDAY(AM)	MONDAY (PM)	TUESDAY (AM)	TUESDAY (PM)	WEDNESDAY (AM)	WEDNESDAY(PM)
7:30-8:15 (45 mins.)	Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)	
8:15-8:45 (30 mins.)	Group A- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Math/ Science - Google Meets	
8:45-9:00 (15 mins.)	Brain Break/Self-care		Brain Break/Self-care		Brain Break/ Self-care	
9:00-9:30 (30 mins.)	Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets	
9:30-10:00 (30 mins.)	Seesaw Independent Work: Read Aloud		Seesaw Independent Work: Phonologocial Awareness		Seesaw Independent Work: Read Aloud	
10:00-10:15 (15 mins.)	Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care	
10:15-10:45 (30 mins.)	Music and Movement/Independent PE		Music and Movement/ Independent PE		Music and Movement/ Independent PE	
10:45-11:15 (30 mins.)	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Math/Science	Seesaw Independent Work: Phonological Awareness	Seesaw Independent Work: Letter of the Week	Seesaw Independent Work: Phonological Awareness
11:15-11:30 (15 mins.)	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care	Brain Break/Self-care
11:30-12:00 (30 mins.)	Seesaw Independent Work: Writing	SeeSaw Independent Work: Writing	Seesaw Independent Work: Writing	SeeSaw Independent Work: Math/ Science	Seesaw Independent Work: Writing	SeeSaw Independent Work: Math/ Science
12:00-12:30 (30 mins.)	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
12:30-1:00 (30 mins.)		Seesaw Independent Work: Read Aloud		Seesaw Independent Work: Writing		Seesaw Independent Work: Writing
1:00- 1:15 (15 mins.)		Brain Break/Self-care		Brain Break/Self-care		Brain Break/Self-care
1:15-1:45 (30 mins.)		Music and Movement/Independent PE		Music and Movement/Independent PE		Music and Movement/Independent PE
1:45-2:15 (30 mins.)		Group B- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Math/ Science - Google Meets
2:15-2:30 (15mins.)		Brain Break/Snack		Brain Break/Snack		Brain Break/Snack
2:30-3:00 (30 mins.)		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets
3:00 - 3:30 (30 mins.)	**Office Hours**	**Office Hours**	**Office Hours**	**Office Hours**	**Office Hours**	**Office Hours**

Notes:

Students receive 180 minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. Students will attend live sessions for community building, social emotional learning, literacy, reading and math intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Content for core subject areas will be provided through Scholastic Big Day for Pre-K and supplemented with Sanford Harmony by our classroom teachers. Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance. Grading will be the same as on-campus learning and outlined in our SSAISD District Handbook and policy. The Learning Management System (LMS) for this grade level is SeeSaw. Physical Education, music, and library resources will be provided.

Record Big Experience Lessons

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	THURSDAY	THURSDAY PM	FRIDAY	FRIDAY PM
7:30-8:15 (45 mins.)	Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)		Family AM Routines/ Breakfast Pick up meals at designated school sites (Teacher Conference)	
8:15-8:45 (30 mins.)	Group A- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group A- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud- Google Meets	
8:45-9:00 (15 mins.)	Brain Break/Self-care		Brain Break/Self-care	
9:00-9:30 (30 mins.)	Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets	
9:30-10:00 (30 mins.)	See Saw Independent Work: Phonological Awareness		See Saw Independent Work: Read Aloud	
10:00-10:15 (15 mins.)	Brain Break/ Self-care		Brain Break/ Self-care	
10:15-10:45 (30 mins.)	Music and Movement/ Independent PE		Music and Movement/ Independent PE	
10:45-11:15 (30 mins.)	SeeSaw Independent Work: Math/Science	See Saw Independent Work: Phonological Awareness	SeeSaw Independent Work: Letter of the Week	See Saw Independent Work: Read Aloud
11:15-11:30 (15 mins.)	Brain Break/ Self-care	Brain Break/Self-care	Brain Break/ Self-care	Brain Break/Self-care
11:30-12:00 (30 mins.)	SeeSaw Independent Work: Writing	SeeSaw Independent Work: Math/Science	SeeSaw Independent Work: Writing	SeeSaw Independent Work: Letter of the Week
12:00-12:30 (30 mins.)	**Lunch**	**Lunch**	**Lunch**	**Lunch**
12:30-1:00 (30 mins.)		SeeSaw Independent Work: Writing		SeeSaw Independent Work: Writing
1:00- 1:15 (15 mins.)		Brain Break/Self-care		Brain Break/Self-care
1:15-1:45 (30 mins.)		Music and Movement/Independent PE		Music and Movement/Independent PE
1:45-2:15 (30 mins.)		Group B- 1/2 of class: Sanford Harmony/Big Experience: Alphabet Knowledge - Google Meets		Group B- 1/2 of class: Sanford Harmony/Big Experience: Read Aloud- Google Meets
2:15-2:30 (15mins.)		Brain Break/Snack		Brain Break/Snack
2:30-3:00 (30 mins.)		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets		Individualized small group-5 sts (Reg)/ELD (DL) - Google Meets
3:00 - 3:30 (30 mins.)	**Office Hours**	**Office Hours**	**Office Hours**	**Office Hours**

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