



Asynchronous Plan for PreK-12th Grades

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 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 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 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.



Asynchronous Plan Open Responses – Ector County ISD, Odessa, TX

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 checked="" type="checkbox"/> PK 4	<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

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.

ECISD PreK-5 grade elementary schools have three options for instruction. Students may attend school on campus five days a week, may attend school via remote learning five days a week or engage in a hybrid model, alternating days between on-campus and remote learning (hybrid begins at grade 3) utilizing an A/B schedule. The 6-8 grade middle schools will provide three options for instruction. Students may attend school on campus five days a week, may attend school via remote learning five days a week or engage in a hybrid model, alternating days between on-campus and remote learning utilizing an A/B schedule. For the 9-12 high schools, students have two options. The hybrid model allows students to alternate days between on-campus and remote learning through an A/B schedule or students may attend school via remote learning five days a week. Students without internet access are welcome to attend their school five days a week at all schools, including high school students.



Sample daily schedules for students by grade band:

Minutes Allotted PreK	Student Activity PreK	Asynchronous/Synchronous
20 minutes	Opening Circle/Morning Message via Seesaw	Blend of synchronous and asynchronous
60 minutes	ELAR/SLAR Academic Block instruction and centers to include options for a read aloud, phonemic awareness, phonics, writing, language development, RtI	Blend of synchronous and asynchronous
60 minutes	Math Academic Block instruction and centers to include math videos, sorting, etc.	Blend of synchronous and asynchronous
45 minutes	SS/Science Academic Block instruction and centers Imagine Learning login	Blend of synchronous and asynchronous Asynchronous
45 minutes	PE/Music	Blend of synchronous and asynchronous
30 minutes	Gross Motor development	Blend of synchronous and asynchronous
20 minutes TOTAL MINUTES: 280	Closing Circle via Seesaw	Blend of synchronous and asynchronous



Minutes Allotted K-2nd	Student Activity K-2 nd	Asynchronous/Synchronous
15 minutes	Welcome your students and review daily expectation	Blend of Asynchronous/synchronous
120 minutes	Balanced Literacy: Synchronous/Asynchronous whole group read aloud and writing, work stations; small group instruction Imagine Language/Literacy	Blend of Asynchronous/synchronous Asynchronous
45 minutes	Specials (PE/Music/Library)	Blend of Asynchronous/synchronous
30 minutes	Social Studies	Blend of Asynchronous/synchronous
100 minutes	Guided Math: Synchronous/Asynchronous whole group, workstations and small group instruction Imagine Math Blueprint	Blend of Asynchronous/synchronous Asynchronous
30 minutes	Science	Blend of Asynchronous/synchronous
45 minutes TOTAL MINUTES: 385	Rtl/Tutorials	Synchronous



Minutes Allotted 3 rd -5 th	Student Activity 3 rd -5 th Grade	Asynchronous/Synchronous
100 minutes	Balanced Literacy: Whole group read-aloud/Work stations Small-Group Instruction/Individual Instruction Writing/Foundational Skills/Grammar Imagine Literacy/Language/Reading	Asynchronous Synchronous Blend of synchronous and asynchronous Asynchronous
100 minutes	Guided Math: Whole Group Instruction/Work Stations Small-Group Instruction/Individual Instruction Imagine Math	Asynchronous Blend of synchronous and asynchronous Asynchronous
40 minutes	Social Studies	Blend of synchronous and asynchronous
45 minutes	PE/Music/Library	Blend of synchronous and asynchronous
45 minutes	Science	Blend of synchronous and asynchronous



45 minutes	Resource/Rtl/Tutorials	Synchronous
45 minutes	Office Hours	Synchronous
TOTAL MINUTES: 420		

3rd through 5th-grade students are assigned as an “A” or “B” student. They attend school for face-to-face instruction, if enrolled in the hybrid model on their designated day and attend via remote learning on the other day. If the student’s last name begins with the letter A-L, then that child is an “A” student and will attend face-to-face on the designated “A” days and will attend remotely on the district “B” days. “B” students have the last name that begins with M-Z.

Instructional Minutes Middle School	Monday (A Group at School)		Tuesday (B Group at School)		Wednesday (A Group at School)		Thursday (B Group at School)		Friday (A Group at School)	
	A Group	B Group	A Group	B Group	A Group	B Group	A Group	B Group	A Group	B Group
Breakfast 8:30 to 8:42 6 th	Face to Face	Remote	Remote	Face to Face	Face to Face	Remote	Remote	Face to Face	Face to Face	Remote
8:30 to 8:40 7 th and 8 th		Asynchronous/ Synchronous	Asynchronous/ Synchronous			Asynchronous/ Synchronous	Asynchronous/ Synchronous			Asynchronous/ Synchronous



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8:42 to 9:29 6 th 8:40 to 9:24 7 th 8:40 to 9:35 8 th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
9:34 to 10:21 6 th 9:29 to 10:16 7 th 9:40 to 10:35 8 th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
10:26 to 11:13 6 th 10:21 to 11:08 7 th 10:40 to 11:35 8 th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
11:18 to 12:05 6 th 11:13 to 11:48 7 th lunch	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous



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11:40 to 12:35 8 th										
12:10 to 12:45 6 th lunch 11:53 to 12:50 7 th 12:40 to 1:35 8 th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
12:50 to 1:35 6 th 12:55 to 1:42 7 th 1:40 to 2:15 8 th lunch	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
1:42 to 2:29 6 th 1:47 to 2:34 7 th 2:20 to 3:15 8 th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous



2:34 to 3:25 6 th 2:39 to 3:20 7 th 3:20 to 4:15 8 th (last period for 8 th their sections are 55 minutes each)	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
3:30 to 4:15 6 th 3:25 to 4:15 7 th Total instructional minutes: 6 th = 378 7 th = 380 8 th = 385	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous

This is one example of our middle school schedule. Staggered schedules are in place to reduce the number of students in halls for transitions. 8th Grade has extended class times of 55 minutes per section. 6th and 7th grade class times vary from 41 minutes to 57 minutes. 6th through 8th grade students are assigned as an "A" or "B" student. They attend school for face-to-face instruction, if enrolled in the hybrid model on their designated day and attend via remote learning on



the other day. If the student's last name begins with the letter A-L, then that child is an "A" student and will attend face-to-face on the designated "A" days and will attend remotely on the district "B" days. "B" students have the last name that begins with M-Z.

Instructional Minutes High School	Monday (A Group at School)		Tuesday (B Group at School)		Wednesday (A Group at School)		Thursday (B Group at School)		Friday (A Group at School)	
	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
0 period 8:20 to 9:20 Optional 60 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
1 st period 9:25 to 10:15 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
2 nd period (ADA) 10:20 to 11:10 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous



3 rd period 11:15 to 12:05 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
4 th period (Lunch) 12:05 to 1:05	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
5 th period 1:10 to 2:00 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
6 th period 2:05 to 2:55 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
7 th period 3:00 to 3:50 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous



8 th period 3:55 to 4:45 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
TOTAL MINUTES: 350 (not counting lunch)										

Zero period and 8th periods accommodate transportation guidelines and provide flexibility for teachers and students for course schedules and RtI. The transportation guidelines recommend small numbers of students on a bus at one time; therefore, we provide these periods to accommodate staggered arrival and dismissal. Teachers engaged in remote learning for the day will teach from the campus classrooms to support campus duties and social distancing for students who do not have internet access and need to attend school every day.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>https://drive.google.com/file/d/1I8buuc6VMhb4GW-N5QooF6UilGvcS7p/view?usp=sharing</p> <p>The above link includes the Remote Learning Framework for Asynchronous/Synchronous Learning. The top of the document includes daily targets for digital learning, which includes teachers providing the opportunity to interact with each student once a day through Google Meets, or other digital tools (listed on the right side of the document). Teachers will be available to connect through synchronous meetings or through office hours.</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>Remote learning follows the daily “in school synchronous” schedule because:</p> <ul style="list-style-type: none"> • Following the daily schedule will allow remote teachers to schedule synchronous learning meetings for students and teachers will not schedule multiple meetings with the same students at the same time • Special services teachers, such as special education inclusion, dyslexia or gifted and talented teachers can schedule their services into the Google Classroom times as called for in the master schedule <p>The above schedules provide a range of instructional minutes from 280 minutes of asynchronous/synchronous learning for elementary to 350 minutes of instructional asynchronous/synchronous learning for secondary students</p> <p>ELEMENTARY SCHOOLS:</p> <p>ELAR at elementary is 100 minutes</p> <ul style="list-style-type: none"> • Small group instruction is included <p>Math at elementary is 90 minutes</p> <ul style="list-style-type: none"> • Small group instruction is included <p>Social Studies and Science combine for 60 minutes daily</p> <p>MIDDLE SCHOOLS: ELAR is on a block schedule of 90-minutes of instruction for 6th and 7th grades. 8th Grade has the traditional schedule time of 45-minutes. Math is double blocked for 90-minutes of instruction for 6th and 7th Grade at three of the middle schools. At the other two middle school campuses, it is a 45-minute bell schedule. 8th Grade at all five middle schools is on a 45-minute daily schedule (average based on-campus leadership). Classes will have a combination of synchronous and asynchronous learning and remote learners will follow the campus’ bell schedule for their assigned campus to connect to the teacher. Remote only teachers will have an office hour students can call in if they are learning asynchronously.</p> <p>HIGH SCHOOLS: High school students will follow the campus’ bell schedule for their assigned campus while participating in remote learning. Classes will have a combination of synchronous and asynchronous learning. The high school schedule allows for 50 minutes daily for each period, which includes all four core content areas</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Daily Targets for Digital Learning Experiences:</p> <ul style="list-style-type: none"> • Teachers will provide the opportunity to interact with each student once a day through Google Meets virtual platform • Teachers will design learning that is equitable for students engaged in online learning and offline learning using district adopted and TEKS aligned curriculum • Teachers will use a variety of instructional digital tools & experiences to keep students engaged in learning • Teachers will support both the academic learning of students and the social-emotional needs of students by leveraging technology tools available • Teachers will provide a scheduled time for students and parents to contact through office hours, email, phone calls • RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students will be served in groups of 5-7 students at a time.



How will teacher/student interactions be differentiated for students with additional learning needs?	<p>All special services teachers will have access to each teachers' schedules and access to the students they have on their case management roster. Special services teachers will be required to support their students during the scheduled class time in the area each IEP or content time is scheduled. They will be expected to:</p> <ul style="list-style-type: none"> • Schedule synchronous sessions with students on their case management roster as called for on each IEP • Schedule synchronous sessions if they receive dyslexia services • Schedule asynchronous/synchronous sessions if they are gifted and talented <p>Imagine Learning and Brainchild platforms will also provide differentiated instruction and skills practice based on the level each student is working on. Special services teachers are also required to schedule "office hours" to personalize support for students in need.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

All 2020-2021 Instructional Resources used by ECISD are within this link. ECISD will transition to use the LMS, Schoology during the fall.

https://docs.google.com/spreadsheets/d/1DipukYd4ht_Z7pdqbdahiZCaEY8iwlvx2SUIZ5keto/edit?usp=sharing

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	PreK Elementary MS HS PreK-12	District Supported Resources include: Frog Street Pearson envision (K-5) HMH Go Math (6-8) HMH Algebra I, II	Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission Imagine Learning tracks the	Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be	Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following: Brainchild (Special Education) Pre-Take Flight (Dyslexia under seven years old) Take Flight (Dyslexia) <i>Esperanza</i> (Spanish Dyslexia)	All core PreK-5 grade materials are available in English and Spanish In addition to <i>Esperanza</i> for our students in Dyslexia program, all core content comes in Spanish for PreK-5 Imagine Learning Platform is in Spanish through 2 nd Grade



		<p>Geometry Springboard</p> <p>OdysseyWare (9-12)</p> <p>Imagine Learning Discovery Education</p> <p>TEKS Resources System</p> <p>Texas Home Learning 3.0 may be used for remote learners without internet access K-5</p>	<p>progress made for all students</p> <p>District Short Cycle Assessments</p> <p>MAP Growth (BOY,MOY,EOY)</p> <p>Circle PreK assessment</p>	<p>identified for the core of lesson and spiral/skill development</p> <p>The TEKS Resources System YAG document is followed to ensure TEKS are taught</p>	<p>Words of Our World (Dyslexia vocabulary) Unique Learning (Specialized Units)</p> <p>Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units</p>	<p>MAP Growth assessment in ELAR and Math are in Spanish through 2nd Grade</p> <p>The LPAC committee determines linguistic accommodations and instructional support</p> <p>Dual Language teachers follow the Gomez instructional model and district linguistic sequence</p>
<p>ELA Instructional Materials</p>	<p>PreK Elementary MS HS</p>	<p>District Supported Resources include: Frog Street and Handwriting Without Tears (PreK) HMH Into Reading (K-5) Pearson Realize (6-8) McGraw Hill (9-12) Perfection</p>	<p>Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission</p> <p>Imagine Learning tracks the progress made for all students</p>	<p>Yes</p> <p>All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for the core of</p>	<p>Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following:</p> <p>Brainchild (Special Education) Pre-Take Flight (Dyslexia under seven years old) Take Flight (Dyslexia) <i>Esperanza</i> (Spanish Dyslexia) Words of Our World (Dyslexia vocabulary) Unique Learning (Specialized Units)</p>	<p>In addition to <i>Esperanza</i> for our students in Dyslexia program, all core content comes in Spanish for PreK-5</p> <p>All core content comes in Spanish for PreK-5 Pearson iLit is a newly adopted program for ELs and New Comers at the secondary level</p> <p>Rosetta Stone PreK-12 Summit K-12 (TELPAS support) Achieve 3000</p>



	PreK-12	<p>Learning (9-12 Honors and AP)</p> <p>OdysseyWare (9-12)</p> <p>Imagine Learning (PreK-HS) Discovery Education (K-12)</p> <p>TEKS Resource System</p> <p>Texas Home Learning 3.0 may be used for remote learners without internet access K-5</p>	<p>District Short Cycle Assessments</p> <p>MAP Growth (BOY,MOY,EOY)</p> <p>Circle PreK Assessment</p>	<p>lesson and spiral/skill development</p> <p>The TEKS Resources System YAG document is followed to ensure TEKS are taught</p>	<p>Leveled Literacy Intervention Kits are also used to support all students needing RtI</p> <p>Speech services will be provided virtually through our platform google meets or through our paid contracted virtual service, Eluma. Speech therapists will be serving students virtually or Face to Face depending on the individual student.</p> <p>Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units</p>	<p><i>Estrellita</i> (Spanish Phonics) <i>Soluciones</i> Intervention Reading (K-1)</p> <p>Imagine Learning Platform is in Spanish through 2nd Grade</p> <p>MAP Growth assessment in ELAR and Math are in Spanish through 2nd Grade</p> <p>The LPAC committee determines linguistic accommodations and instructional support</p> <p>Dual Language teachers follow the Gomez instructional model and district linguistic sequence</p>
<p>Science Instructional Materials</p>	<p>PreK Elementary MS HS</p> <p>PreK-12</p>	<p>Frog Street Pearson Science (K-5)</p> <p>STEMscopes (K-8, Biology) Labster and Mystery Science Virtual Labs will be used for all grade levels</p> <p>McGraw Hill (6-8, IPC, A&P)</p>	<p>Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission</p> <p>District Short Cycle Assessments</p>	<p>Yes</p> <p>All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for</p>	<p>Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following::</p> <p>Brainchild (Special Education)</p> <p>Unique Learning (Specialized Units)</p>	<p>All core content comes in Spanish for PreK-5</p> <p>The LPAC committee determines linguistic accommodations and instructional support</p> <p>Dual Language teachers follow the Gomez instructional model and district linguistic sequence</p>



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		<p>HMH (Biology, Chemistry, Environmental Science)</p> <p>Foundations of Astronomy (13th Edition)</p> <p>Perfection Learning (Physics AP)</p> <p>Cengage (Forensics)</p> <p>OdysseyWare (9-12)</p> <p>Discovery Education (K-12)</p> <p>TEKS Resource System</p> <p>Texas Home Learning 3.0 may be used for remote learners without internet access K-5</p>	<p>MAP Growth (BOY,MOY, EOY)</p>	<p>the core of lesson and spiral/skill development</p> <p>The TEKS Resources System YAG document is followed to ensure TEKS are taught</p>	<p>Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units</p>	
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<p>Social Studies Instructional Materials</p>	<p>PreK Elementary MS HS PreK-12</p>	<p>Frog Street Pearson (K-5) Cengage National Geographic (6th) McGraw Hill (7-12) Jarret Mastering the TEKS (8th and 11th) OdysseyWare (9-12) Discovery Education (K-12) TEKS Resource System Texas Home Learning 3.0 may be used for remote learners without internet access K-5</p>	<p>Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission District Short Cycle Assessments</p>	<p>Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for the core of lesson and spiral/skill development</p>	<p>Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include: Brainchild (Special Education) Unique Learning (Specialized Units) Accommodations and modifications are provided as required based on each individual education plan</p>	<p>All core content comes in Spanish for PreK-5 The LPAC committee determines linguistic accommodations and instructional support Dual Language teachers follow the Gomez instructional model and district linguistic sequence</p>
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Provide additional explanations of how your instructional materials meet the criteria if needed:

ECISD teachers will use the ECISD Instructional Framework for lesson planning. The link below is one week of lessons for 6th-grade ELAR

https://drive.google.com/file/d/1OWJ9C-y6jmlerXI7_RCP6yiQJTKDPfKU/view?usp=sharing



Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Teachers will utilize the digital platforms for all core content areas and the supplemental resources available. Currently, the teachers will upload assignments, videos, synchronous links, and other digital tools for students to engage with via Seesaw for PreK-2 and Google Classroom for 3-12. Students will login through Classlinks, which allows ECISD to monitor time on tasks within each digital platform. ECISD will work to load the content cartridges for all our core content during the fall semester and will provide continuous training for teachers to learn the new LMS, Schoology. This allows asynchronous and synchronous learning.</p> <p>In addition to the core digital platforms, students will have access to the Imagine Learning platform, which is an adaptive platform that supports students in language, literacy, reading, and math in grades PreK-HS. Imagine Learning is an asynchronous learning platform.</p> <p>PreK students will engage in asynchronous, blending with some synchronous online learning for 280 minutes per day. The predictable time for teacher check-in or office hours will be the 20 minutes for Opening Circle time or the 20-minute Closing Circle time. K-2 students will engage 300+ minutes in asynchronous, blended with some synchronous online learning. Synchronous learning will occur during ELAR/Math and RtI following the master schedule for remote learning teachers. Synchronous learning minutes will range from 30 to 60 minutes for ELAR/Math and 30 minutes for RtI. Students will be required to submit assignments via Seesaw K-2 or Google Classroom 3-5. Secondary students will engage in asynchronous remote learning for 350 minutes daily. Remote learning will follow the master schedule for 6-12 grade students. Teachers may schedule synchronous learning daily for each period as called for in the master schedule. They will upload a recorded mini-lesson or virtual instructions for all sections into Google Classroom. Students will be able to retrieve the recorded mini-lesson and/or virtual instructions daily and will have access to daily assignments via Google Classroom.</p> <p>All PreK-HS students will have access to Imagine Learning and/or OdysseyWare as assigned for asynchronous learning.</p> <p>All students that do not have access to broadband internet are encouraged to attend school in person five days a week. However, if we have students that do not have internet request remote learning, all print materials available from our core content or Texas Home Learning 3.0 will be provided.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p> <p>Betsabe Salcido</p>	<p>District instructional plans and program guidelines will be implemented for all students needing special services, to include special education, dyslexia, Gifted and Talented, Bilingual/ESL.</p> <p>Special education staff includes:</p> <ul style="list-style-type: none"> • Specialized program teachers • Inclusion teachers • Resource teachers • Speech-Language Pathologist



- Special Education Campus Lead Teachers/Case Managers
- Paraprofessional
- Assessment Team (LSSP/Diagnostician/SLP)

All special education staff will ensure IEP services, including accommodations/modifications, are followed for all students.

- ECISD uses multiple modes for ARD committee meetings to include: Zoom, Teams, Google Meets, Face-to-Face, and phone calls.
- Teachers will document services using logs for each student.
- ARD meetings will be held within the timeline, provided face to face (following safety guidelines), or through virtual meetings (parent choice).
- Inclusion/Co-teach teachers will meet virtually with all students and work collaboratively with general ed. teachers.
- Teachers will engage in virtual PLC with general education instructional staff, and all special education inclusion teachers will have access to the Google Classrooms where their students are enrolled.
- Inclusion/Co-teach teachers will meet virtually with all students and will work collaboratively with general ed. teachers.
- Resource teachers will meet virtually with all students in a synchronous meeting as per their schedule of services.
- Specialized teachers will provide lessons designed for students to meet their IEP.
- Related services and speech-language services will be provided virtually through pre-scheduled Google Meets synchronous learning.
- Unique Learning is the specialized curriculum, and teachers will schedule virtual meetings with students daily in whole group, small through, and individual meetings.
- Special education students will take the NWEA MAP Growth assessment (if appropriate based on IEP) to determine the level of academic achievement and will engage in the middle of the year and end of year assessments to measure growth in reading and math between testing events.
- Special education teachers maintain a “communication log” throughout the school year, whether for virtual or face-to-face learning.
- Inclusion logs are kept to document the specific accommodations given.
- Emails to parents also serve as documentation.
- ECISD parents of students who receive special education services have the choice of remote learning only, face-to-face learning, or the hybrid model.
- If parents choose remote learning as their option but do not have access to broadband internet, the campus will provide paper packets as options to online assignments.
- Parents that have students that are homebound can choose virtual or face to face. The homebound teacher holds virtual instruction by using google classroom/google meets. The teacher will zoom with parents that will be working in collaboration with the teacher and student. Face to Face with the Homebound Teacher provides opportunities to join classes with assistance from the homebound teacher. The same applies to 504 Homebound students.

English Learners (ELs) will be provided equitable instruction as their monolingual English peers via remote learning.

- ECISD implements a dual language 50/50 model in grades PreK-3rd grade.



- In math, students are taught one day in English and one day in Spanish to attain full proficiency in their primary language as well as in English.
- The upper elementary Grade receives 45 minutes of ESL and implements the late-exit model until we phase it out with dual language 50/50.
- In literacy, students in PreK-1st receive literacy in their first or native language.
- All other content areas are taught dual language 50/50, one day English and one day Spanish to attain full proficiency in their primary language and in English in PreK-2. Science and Social Studies are taught in English in 3rd Grade on up.
- All grade levels use sheltered instruction strategies designed to build students' language proficiency skills
- LPAC meetings will be held virtually or face to face (following CDC guidelines for safety).
- Students will be assessed for language proficiency as required. Remote learners will be assessed virtually, and all others will be assessed face to face.
- Students will have access to SummitK-12 that supports TELPAS activities in all language acquisition domains.
- Bilingual/ESL students will take the NWEA MAP Growth assessment in English/Spanish for Math and ELAR through 8th Grade to determine the academic level of achievement. They will engage in the middle of the year and end of year assessments to measure growth in reading and math throughout the year and between testing events.

All teachers that provide special services will engage in professional learning that will teach them to use all digital tools for remote learning.

Gifted and Talented Students will be engaged in the services provided for our advanced learnings through the K-5 G/T program, Honors, and AP at the secondary level.

- G/T teachers will participate in weekly PLCs at the elementary level and monthly PLCs at the secondary level with Honors and AP teachers
- Secondary (GT) honors and AP teachers will participate in PLCs weekly with their core area peers
- G/T professional development will be required (30 hours)
- G/T professional development will be required annually (6 hours)
- G/T, honors and AP teachers will participate in Laying the Foundation training, provided by the National Math and Science Institute
- The Director of Advanced Academics will audit lesson plans to assure Laying the Foundation strategies are included in Math, Science, and new content for Honors English I & II, and AP English III & IV is implemented.

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?	<p>For students engaged in remote learning</p> <ul style="list-style-type: none"> • Teachers provide asynchronous virtual learning daily. Students login to Imagine Learning and complete an assignment or turn in assignments daily are verified as being "present"



	<ul style="list-style-type: none"> ○ Full Day PK-5th Grade – 180 minutes minimum ○ 6th – 12th Grade – 240 minutes minimum ● Students submit an assignment daily via Seesaw (K-2)/Google Classroom (3-12), email, or complete a lesson on district approved online platforms ● Teachers check in with students each day through synchronous scheduled meetings, emails, phone calls to students. Teachers may communicate with parents or guardians for PreK-2 grades ● Teachers will have to verify attendance daily through one of the options listed above ● 90% attendance is required for all students
<p>What is the system for tracking daily student engagement?</p>	<p>In iTCES, a field called Location Code will be used to distinguish between A-Day / B-Day / Remote Only students for grades 3-12. These codes are necessary for determining the correct section for secondary and the correct attendance course for elementary. The code description is listed below:</p> <p>1 = A-Day 2 = B-Day 3 = Remote Only</p> <p>Below are the steps to get the Location Code added to student’s record:</p> <ol style="list-style-type: none"> 1. On August 3rd, Information Systems loaded the following into all current active student records with a blank location code. <ol style="list-style-type: none"> a. Last Name beginning A-L = Location Code 1 A-Day b. Last Name beginning M-Z = Location Code 2 B-Day 2. The campus registrar will maintain these codes throughout the year
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Teachers and students will be required to engage in one of the following activities to verify student engagement on a daily basis.</p> <ul style="list-style-type: none"> ● Login during a synchronous session ● Submit assignments daily via Seesaw (PreK-2) or Google Classroom. We will transition to our LMS, Schoology throughout the fall semester ● Login and complete a lesson on Imagine Learning (for ELAR/Math) which measures progress ● Students are encouraged to participate in teacher office hours for any additional support and answers to questions they may have if students do not engaged in synchronous learning.
<p>What is the system for tracking student academic progress?</p> <p>Heather Potts</p>	<p>ECISD will follow the guidance provided by TEA for ADA funding:</p> <ol style="list-style-type: none"> 1. Daily progress via student-teacher interaction 2. Completion and submission of daily assignments 3. Completion of language, reading and math assignments on Imagine Learning 4. Daily progress in the Learning Management System, Schoology, when phase-in is complete 5. Grading guidelines, as written in board policy, pre-COVID will be implemented <p>PreK-5 will be marked as present during their remote learning day (asynchronous)</p> <ul style="list-style-type: none"> ● Students will be marked as a 1 – A-Day Remote in iTCES



- Students will be marked as a 2 – B-Day Remote in iTCSS
- Students will be marked as a 3 – Remote Only in iTCSS
- A predetermined time will be used for daily attendance (synchronous meeting)
- Students have late night engagement option for submitting assignments each day. Assignments must be submitted by midnight to be considered “engaged.”
- A student is present when engaged in all four core areas, ELAR/SLAR; Math; Social Studies; Science

Secondary students will be tracked via one of the methods listed below:

- Students will be marked as a 1 – A-Day Remote in iTCSS
- Students will be marked as a 2 – B-Day Remote in iTCSS
- Students will be marked as a 3 – Remote Only in iTCSS
- Teacher interactions through daily synchronous learning following the master schedule
- Students will submit assignments for each period in the student’s master schedule. These may include formative assessments, independent work, or practice or assessments.

Student progress will be tracked daily in the LMS (Seesaw PK-2/Google Classroom 3-12) through daily assignments, activities, and interaction with a teacher. The district is planning on implementing a standardized structure in tracking instructional minutes and engagement to assist with this task. ECISD will also utilize the District Grading Guidelines to remain consistent with regards to both In-School and At-Home learning. We will use the district short-cycle summative assessments to import grades and build support for students through data desegregation of assessments given throughout the grading period.

Parents have access to student progress through Parent Portal, the district designated LMS (Seesaw/Google Classroom/Schoology/email), and interactions with teachers regarding assignment submissions, attendance, and engagement. Parents can communicate via the designated method of the campus/classroom to discuss learning that is occurring in the At-Home environment. Via the Parent Portal, parents are able to designate daily, weekly, or monthly notifications of progress in terms of a student’s grades. The expectations for student engagement will be shared with parents at the start of the school year.

Additionally, students will be assessed to track academic progress throughout the year, utilizing the following assessments:

- Circle PreK Assessment (Beginning, Middle, and End of Year)
- NWEA MAP Assessment (Kinder-12th at Beginning, Middle, and End of Year)
- Imagine Math (PK-Algebra I at the Beginning and End of Year)

These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via the Student Code of Conduct. Currently, the district is planning for a 1:1 device roll-out and for hot spots to be issued to all students who need Wi-Fi access.

Students in either face-to-face or remote learning are accountable to the same grading guidelines regardless of how the instruction is delivered. Policy EIA (Local) will be implemented during 2020-2021, as written and implemented pre-COVID-19.



<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide feedback in at least one capacity within the school day</p> <ul style="list-style-type: none"> • Synchronous meetings • Small group synchronous meetings • Scheduled “office hours.” • Phone calls or email • Grade reporting as per the district policy • Conversations with parents via phone or remote virtual sessions after the NWEA MAP Growth assessment events • As needed when Short Cycle Assessments are administered in core areas at the end of each TRS Unit of Instruction • Report cards will be provided to communicate student’s level of mastery of the TEKS-based instructional objectives taught during the grading period • Progress reports will be issued for all students after the third week of the six week grading period for secondary students and after the fourth week of the nine week grading period for elementary students

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

Include a sample educator professional development schedule.

The link below is the schedule of professional learning opportunities ECISD has provided teachers through the summer and into the fall semester. As we add sessions, the link will automatically update all-new training sessions.

<https://docs.google.com/document/d/1-WCC1r0sM3aed4OsFz7b1oAzV-Z3PBrd26nupVOBolo/edit?usp=sharing>

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

Component	Explanation
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How will both initial and ongoing, job-embedded educator development opportunities occur?

ECISD is committed to Professional Learning Communities. Elementary teachers take part in weekly PLCs with teachers in the same content or grade level. Middle school 6th and 7th-grade ELAR and Math teachers are provided a daily PLC period. All other middle school contents and 8th Grade take part in weekly PLCs. High school teachers are required to take part in weekly PLCs with teachers in their content.

ECISD is also engaged in Relay Graduate School of Education training. Real-time feedback will be provided to teachers and leaders by coaches that have been trained in the Relay Observation/Feedback protocol.

ECISD has included the professional learning calendar in the link above. Continuous job-embedded learning will occur to support teachers in utilizing digital tools for implementing effective remote learning.

Starting in June, ECISD provided the following differentiated learning opportunities for teachers and administrators to include:

- Imagine Learning 101
- Imagine Math – Going Farther
- Tech Tools, Tips & Tricks (Loom video training)
- Pear Deck for Remote Learning
- Virtual Book Studies
- Google Classroom 101
- Advanced Google Classroom
- Digital training for all our core content resources (HMH, Pearson, McGraw, Discovery Education)
- About Teaching Mathematics (content and using virtual manipulatives)
- July 14-16 VIRTUAL EDTECH SUMMIT
- And so much more.

The link includes all the professional learning opportunities and will continue to grow.

<https://docs.google.com/document/d/1-WCC1r0sM3aed4OsFz7b1oAzV-Z3PBrd26nupVOBolo/edit?usp=sharing>

ECISD has 34 days contracted with Discovery Education for job-embedded coaching utilizing their streaming videos for all content areas to support remote learning and will add those days throughout the academic year.

Virtual professional development is included in the ecisdaskit.com website for teachers to return to virtual sessions they participated in for review or view the recorded sessions if they were unable to participate during the scheduled time. Below are screenshots of the ecisdaskit.com pages.



<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>C&I and Instructional Technology will continue to assess the quality of our professional learning opportunities. All participants complete session evaluations after each session, and the presenters review and follow up as needed. As an example of our follow up to lesson-planning framework training provided on August 6th, the C&I team scheduled follow up sessions for all teachers that responded to their survey that they wanted or needed more training.</p> <p>District Lesson Plan "Walk Through" Monday, August 10th @ 4:00pm: https://ector.schoolobjects.com//wshop/default.aspx?cid=2386 Monday, August 17th @ 4:00pm: https://ector.schoolobjects.com//wshop/default.aspx?cid=23863</p> <p>Student data on short cycle assessments will also drive the PLC data-driven instructional process.</p>

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

Component	Explanation
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<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>The ECISD website includes all necessary information for parents in English and Spanish. https://www.ectorcountysd.org/</p> <p>Within the “Back to School 2020” button, parents will find:</p> <ul style="list-style-type: none"> • Academic calendar • Information for Parents and Students <ul style="list-style-type: none"> ○ Teaching and Learning schedules for elementary, middle school and high school ○ Learning Methods (Asynchronous/Synchronous/Face to Face/Hybrid) • Campuses scheduled virtual “meet the teacher” and “open house” sessions to communicate expectations • All announcements and important updates will be posted on the website • Calls, included texts via Class Dojo and emails will be sent to parents
<p>What are the expectations for family engagement/support of students?</p>	<p>Families are expected to support their children by assisting and expecting students to attend and engage each day. Parents will:</p> <ul style="list-style-type: none"> • Provide support for their children daily • Check on student progress regularly • Support the use of technology tools to help students access their instruction • Support and encourage their children to complete their work during regular school hours
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>Videos will be available for parents on the ecisdaskit.com website</p> <div style="text-align: center;"> <p>ECTOR COUNTY ISD</p> <p>VIRTUAL LEARNING RESOURCES</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="background-color: #f4a460; border-radius: 15px; padding: 5px 15px; text-align: center;">FOR TEACHERS</div> <div style="background-color: #4db6ac; border-radius: 15px; padding: 5px 15px; text-align: center;">FOR PARENTS & STUDENTS</div> </div> </div> <p>We also will provide a technology help desk for families needing tech support.</p>