

ALEDO ISD FOCUS DOCUMENT

2020-2021

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

Rigor & Relevance

AUTHENTIC LITERACY

Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*






IN-PERSON LEARNING ON ALEDO ISD CAMPUSES

- Daily full-time, in-person classes on Aledo ISD campus.
- Structured schedule each day that provides student/teacher interaction and direct teacher support.
- AISD will implement heightened hygiene and disinfection protocols and will follow state and local guidance in an effort to provide a safe, sanitary and secure learning environment.

Aledo ISD

Return TO LEARN



REMOTE LEARNING FROM HOME

- Daily, remote learning from home using online platform.
- Students will have both scheduled and flexible learning times daily, with intermittent student/teacher interaction. Attendance will be taken daily and district grading policy will apply.
- AISD will provide technology devices for students who need them for remote learning.

Should the district be required to close school buildings again for an extended period of time, all Aledo ISD students would transition to remote learning from home. Additional academic and technology supports and resources would be provided in an effort to minimize interruption in student learning to the greatest extent possible.



Return to Learn Transformation Team

Return to Learn Transformation Team

Teacher Representatives:

Allison Dearman, Coder
Amy Chumbley, Coder
Barbara Williams, Walsh
Elizabeth Garcia, McCall
Jessica Hull, Vandagriff
Paula Cox, Vandagriff
Rebekah Getz, Stuard
Jamie Turner, Walsh
Deanne Torres, McAnally
Keegan Roady, AMS
Robin Newkirk, AMS
Kelley Arnold, AMS
Elisha Woodson, DNGC
Aaron Clark, DNGC
Elmi Martinez, AHS
Katelyn Smith, AHS
Bonnie Schneider, AHS
Lindsey Coomer, ALC

Administrative Representatives:

Amy Sadler, Coder
Holly Elgin, Walsh
Julie Choate, McCall
Stephanie Covington, Vandagriff
Ron Shelton, Stuard
Karen May, McAnally
Josh Jenkins, McAnally
Mandy Musselwhite, AMS
Carolyn Ansley, DNGC
Angi Tims, AHS
Cheryl Jones, ALC
Sherry Taylor, Human Resources
Candace Summerhill, Assess./Account.
Mary Smith, CTE
Scott Kessel, Student Services
Rebecca Faulkner, SPED
Lynn McKinney, Dept. Supt.
Vince Matej, Help Desk Technician

Sub Committee:

Melissa Quisenberry, IS
Katie Graves, IS
Hannah Parsley, IS
Heather Holt, IS
Miranda Bauer, IS.
Debbie Mantooth, IS
Staci Hammer, IS
Michelle Yates, IS
Leslee Barnes, IS
Maggie Lozano, ES
Terry Snow, IS
Amber Crissey, Asst. Supt.



Asynchronous plans must address four key requirements

Instructional Schedule



Material Design



Student Progress



Implementation





Each requirement has a section that contains attestations and open response

- **Attestations** require the district that to certify that they are providing that particular structure or support to students in lieu of minutes.
- **Open response** questions allow districts to provide more information and provide a framework that would allow for an audit mechanism. Districts may draft or attach information in the online application. Open response questions will be evaluated on a draft rubric, looking for clear criteria.

Plans will need to be posted publicly in addition to being submitted to TEA through an online application.

Element 1 – Instructional Schedule

The cadence of planned teacher interaction with students is predictable, sufficient to support student progress, and clearly outlined for asynchronous learning environments in a published instructional schedule.

Yes

No

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.

Yes

No

Students are provided information regarding how to access instructional support from teachers when needed and are surveyed to ensure they demonstrate knowledge of that information.

Yes

No



Each open response question will be evaluated by trained educators using a standardized rubric.



Describe the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.



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



Describe how you're tracking student engagement and progress in your asynchronous environment.



Describe specific supports for educators and families to implement effective remote asynchronous instruction.

| | | 0 | 1 | 2 | Score |
|-------------------------------|--|---|--|--|----------|
| 2.1 | District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous distance learning environment. | <ul style="list-style-type: none"> TEKS-aligned instructional materials and assessments are not named Or, it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction | <ul style="list-style-type: none"> TEKS-aligned instructional materials and assessments are named And, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction But, it is unclear how instructional materials will ensure a coherent, logical sequence of learning and retention of knowledge as students move between learning environments | <ul style="list-style-type: none"> TEKS-aligned instructional materials and assessments are named And, it is clear how instructional materials and assessment have been designed/adapted for asynchronous instruction And, it is clear how instructional materials will ensure a coherent, logical sequence of learning and retention of knowledge as students move between learning environments | |
| 2.2 | Instructional materials include specifically designed resources to support students with special needs and English Learners in an asynchronous environment | <ul style="list-style-type: none"> It is unclear how instructional materials have been designed to support students with special needs and ELs | <ul style="list-style-type: none"> Some instructional materials have been designed to support students with special needs and ELs But, it is unclear that instructional material have been designed to support all students with special needs and ELs | <ul style="list-style-type: none"> Instructional materials have been designed to support students with special needs And, it is clear that all students with special needs and ELs will receive the needed support through the use of the planned instructional materials | |
| Total Points Possible: | | | | | 4 |



Asynchronous plans must address four key requirements



Instructional Schedule



Material Design



Student Progress



Implementation



Instructional Schedule

Presented By: Rebekah Getz

Sample Elementary Schedule

| K | First | Second | Third | Fourth | Fifth |
|--|--|--|---|---|---|
| Synchronous Morning Meeting/Social Emotional Development 10-30 mins. | Synchronous Morning Meeting/Social Emotional Development 10-30 mins. | Synchronous Morning Meeting/Social Emotional Development 10-30 mins. | Synchronous Morning Meeting/Social Emotional Development 10-30 mins. | Synchronous Morning Meeting/Social Emotional Development 10-30 mins. | Synchronous Morning Meeting/Social Emotional Development 10-30 mins. |
| ELAR - approx. 60 mins. | ELAR - approx. 60 mins. | ELAR - approx. 60 mins. | ELAR - approx. 60 - 90 mins. | ELAR - approx. 60 - 90 mins. | ELAR - approx. 60 - 90 mins. |
| Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10- 20 min. | Brain Break - 10- 20 min. | Brain Break - 10- 20 min. |
| Math - approx. 60 min. | Math - approx. 60 min. | Math - approx. 60 min. | Math - approx. 75 min. | Math - approx. 75 min. | Math - approx. 75 min. |
| Specials - 30 - 60 min. (PE/Art/Music) | Specials - 30 - 60 min. (PE/Art/Music) | Specials - 30 - 60 min. (PE/Art/Music) | Specials - 30 - 60 min. (PE/Art/Music) | Specials - 30 - 60 min. (PE/Art/Music) | Specials - 30 - 60 min. (PE/Art/Music) |
| Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. | Lunch - 30 min. |
| Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 30 min. | Science - approx. 45 min. | Science - approx. 60 min. |
| Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. | Brain Break - 10 - 20 min. |
| Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. | Social Studies - approx. 30 min. |
| Intervention & Extensions approx. 20 - 45 min. *Targeted small groups synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 *Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extension approx. 20 - 45 min. *Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min. *Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min. *Targeted small group synchronous meetings occur throughout the school day. | Intervention & Extensions approx. 20 - 45 min. *Targeted small group synchronous meetings occur throughout the school day. |

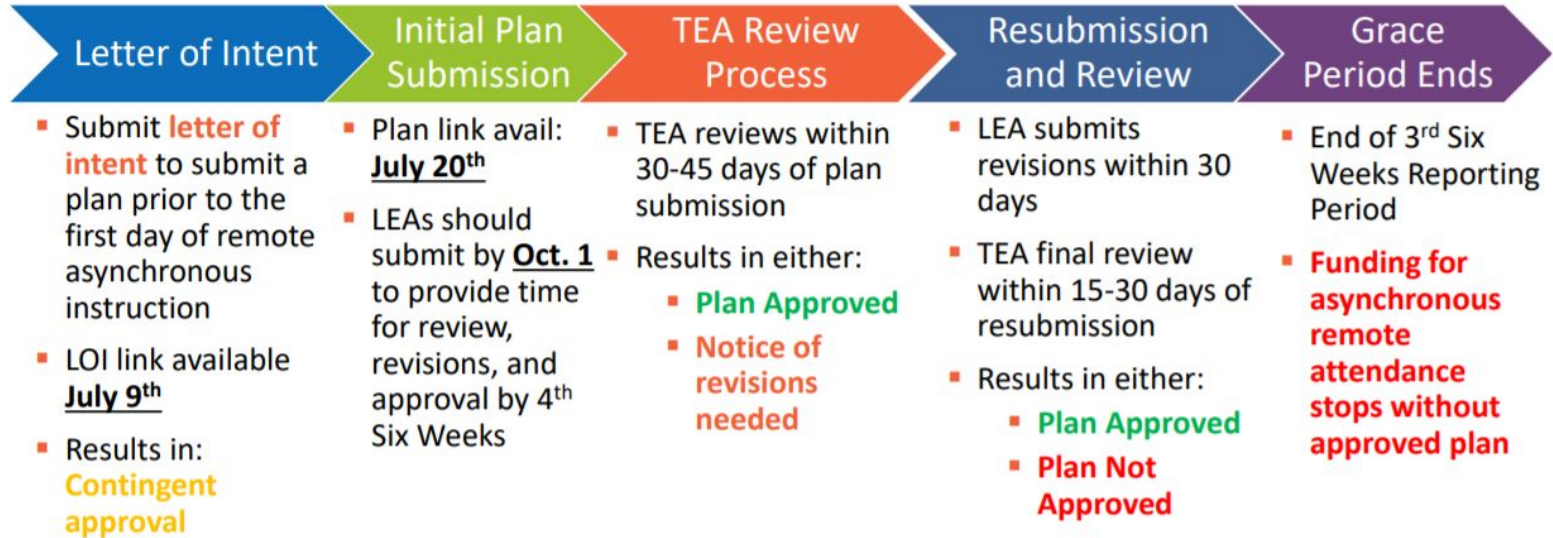
Instructional Schedule Presented By: Deanne Torres

Sample Secondary Schedule*

| | | |
|--|-------------------------|--|
| 1 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| 2 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Brain Break 10 - 20 minutes | | |
| 3 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| 4 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Lunch - 30 minutes | | |
| 5 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Brain Break 10 - 20 minutes | | |
| 6 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| 7 | Approx. 50 minutes | Academic Content - Asynchronous Instruction |
| Flex Time (Intervention, extension, & social emotional check-in) | Approx. 20 - 45 minutes | Targeted small group synchronous meetings occur throughout the school day. |



LEAs must submit an asynchronous letter of intent and will enter a grace period through the end of the 3rd Six Weeks FSP Period



Note: Letter of Intent & Initial Plan Submission details have been updated

