



Asynchronous Plan

2020-21

--Instructional Schedule--

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match the following daily minimum minutes across all grade levels. The implementation model provided is subject to change dependent upon the percentages of remote learners and the evolving confirmed cases in our county.

EISD teachers are equipped to deliver both remote and in-person instruction. In the event that circumstances change in our community, all EISD teachers will be prepared to quickly pivot to remote learning if necessary. From the beginning of the school year, all teachers will design lessons in google classroom for our on-campus learners and remote learners. There is likely to be student movement across models, and we at EISD are prepared to make this as seamless as possible.

All scheduled events/classes/sessions will be held in-person on campus and are available asynchronously to at-home learners.

PRE-K SCHEDULE

7:30-8:15	MORNING ROUTINE
8:20-8:40	BREAKFAST
8:43-9:28	PE
9:30-9:40	DRINKS AND BATHROOM
9:30-10:20	READING/CENTERS
10:20-10:30	CLEANUP AND LINE UP
10:30-11:00	LUNCH
11:00-11:35	MOVE AND LEARN/BOOKS
11:35-12:05	RECESS
12:05-1:15	MATH AND CENTERS
1:15-2:40	REST TIME
2:40-3:10	SNACK AND BATHROOM
3:10-3:20	LINE UP AND DISMISSAL

PK - Minutes:

SEL - 30

Math - 70

ELAR - 85

Science/SS/Creativity - 75

Teachers may request that students attend live(synchronous) intervention sessions. These sessions will be scheduled in advance and will be communicated with the parents.

Grades K-3

Kindergarten Schedule 2020-2021

7:45-7:55	Arrival, Unpack, Pledge, Announcements
7:55-8:40	Morning Work, Circle Time, Calendar
8:43-9:28	P.E.
9:30-10:20	ELAR
10:30-11:30	Lunch/Recess
11:40-12:30	Science, Social Studies, Art
12:30-1:30	Centers
1:30-2:20	Math, Reading Practice
2:20-3:00	Rest, Testing, Tutorials
3:00-3:10	Snack
3:10-3:15	Pack up and Dismiss

1st Grade Schedule 2020-2021



7:50-8:10	Announcements/Morning Meeting
8:10-9:00	Reading
9:00-9:31	Fly Time/Lexia
9:31-10:16	P.E.
10:16-10:30	Math Calendar
10:30-11:00	Lunch
11:00-12:15	Math Lesson
12:15-1:15	Writing/Handwriting
1:15-1:45	Recess
1:45-2:05	Break/Snack
2:05-2:45	Science/Social Studies
2:45-3:05	Enrichment
3:05-3:25	Pack Up/Afternoon Meeting

Second Grade-Bradley Daily Schedule 2020-2021

7:50-8:05	Morning Activity
8:05-9:30	Phonics/Grammar/Reading
9:30-10:15	PE (Coach Adams)
10:15-10:30	Reading Roundup
10:30-11:00	Lunch
11:00-12:30	Math
12:30-12:45	Hard Work Reward
12:45-2:00	Spelling/Handwriting/Writing
2:00-2:30	Hard Work Reward Outside
2:30-3:15	Science/Social Studies
3:15-3:35	Finish Up/Pack Up/Go Home

3rd Grade Daily Schedule

7:50-8:40	Spelling
8:40-9:30	ELA
9:30-10:20	Math
10:20-11:05	PE
11:05-11:35	Lunch
11:35-12:20	Math
12:20-1:05	Science
1:05-1:35	Recess
1:45-2:35	Reading
2:35-3:25	Social Studies

Minutes

Math - 80

ELAR - 80

Science/SS - 50

Specials - 45

Intervention - 35

Teachers may request that students attend live(synchronous) intervention sessions. These sessions will be scheduled in advance and will be communicated with the parents.

Grades 4-6

UPPER ELM	7:50-8:00	8:00-8:40	8:43-9:23	9:26-10:16	10:19-11:04	11:05-11:35	11:38-12:24	12:27-1:12	1:15-2:00	2:03-2:43	2:46-3:35
TURNER	Eagle Time	4-MATH	6-MATH	5B-MATH	5A-MATH	Lunch	SPE/CONF	5A-INTERVENTION	5B-INTERVENTION	6-INTERVENTION	4-INTERVENTION
BINGHAM		5B-SS	4-READING	6-SS	4PE/CONF		4-ELA	6-INTERVENTION	5A-SS	4-SS	5B-INTERVENTION
SELLERS		5A-SCI	5B-SCI	4-SCI	6-SCI		6PE/CONF	4-HE/ART	6-HE/ART	5B-HE/ART	5A-HE/ART
GRAHAM		6-RDG	5A-RDG	5A-ELA	5B-ELA		5PE/CONF	5B-ELA	4-INTERVENTION	5A-INTERVENTION	6-ELA

Minutes

Math - 95

ELAR - 95

Science - 40

Social Studies-40

Intervention - 40

Teachers may request that students attend live intervention sessions. These sessions will be scheduled in advance and will be communicated with the parents.

Grades 9-12

Ector Junior High/High School Schedule 2020-2021

	1st	break	2nd	3rd	4th	5th-B Period	A- Lunch	5th-A Period	B- Lunch	6th	7th	8th	9th
	7:50-8:31	8:35-8:50	8:54-9:45	9:49-10:40	10:44-11:35	11:39-12:27	11:39-12:09	12:13-12:57	12:27-12:57	1:02-1:48	1:53-2:38	2:43-3:35	3:30-4:00
Adams	PE/Athletics	Break 8:35-8:50					A Lunch: 7-9th grade		B Lunch	JH Athletics	JH Athletics	PE	
Melissa	JH/HS Office		10 Spanish I	10 Spanish I	11 Spanish II			Lunch		9 & JH Girls Lexia	JH Boys Lexia	JH/Office	
Weaver	Conference		8 ELA	8 ELA	7 ELA	A lunch		7 ELA		JH Girls Enrich	JH Boys Enrich	7 Writing	
Cook- 1st sem	Ag Fab		Wildlife Mgt	AG Math	Small Animal Mgt	Adv Animal Sci		B lunch		LivestockProd	Principals of Ag	Conference	
Cook- 2nd sem			Equine Science		Food Processing					Ag Mech			
Thompson	Athletics		8 Math	8 Math	7 Math	A lunch		7 Math		JH Girls Enrich	JH Boys Enrich	Conference	
Evans	7 Keyboarding		11 ART Elective	9 BIM (Software)	12 Business Law	Conference		B lunch		10 Elective	JH Athletics	Athletics	
McMinn	UIL Period		10 US History	10 US History	10 World Geo	10 World Geo		B lunch		11 World History	12 Econ/Govt	Conference	
Johnson	8 Career		Forensic Sci	Conference	Elementary Lunch	A lunch				JH PE	JH PE	Elementary	
Woods	10 Chemistry		Conference	9 (Hardware)	9 Biology	12 A&P		B lunch		10 Medical Micro	11 Astronomy	10 Chemistry	
McKinney	Conference		Fashion Design	Physics	Life Nutr Wellness	Food Science				Child Development	Principals of Human Srv	Family/ Consumer Srv	
Mackey	11 Algebra II		9 Algebra	12 Pre Cal	10 Geometry	10 Geometry		B lunch		Conference	11 Research &Des	11 Algebra II	
Shaw	9 English I		12 CW/Speech	Conference	12 Law	11 English II				12 English IV	10 English II	9 English I	
Turner	Athletics		7 Science	7 Science	8 Science	A lunch		8 Science		JH Athletics	Conference	8 Science STAAR	
Drain	Conference	7 Tx History	7 Tx Histoy	8 History	8 History		JH Girls Enrich	JH Boys Enrich	Athletics				
Aten									8 ART				
Tammie									Dual Credit				

*All subjects are asynchronous unless labeled with a live session option. All attendance in a live session will be scheduled in advance by the teacher.

*Social-Emotional Support Sessions are during ELAR

Minutes

Math - 70

ELAR - 70

Science - 45

Social Studies- 45

Electives- 45

Elective-45

Grades 9-12

Social-Emotional Support Sessions are during 3rd Period and additional A/S supports through counselor's office.

>>>Students will frequently and consistently use the LMS provided, Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons that include classroom discussions, teacher/student interactions through feedback, emails and discussions, online lessons, and the completion of assignments. Daily attendance will be collected through student engagement in these methods of lesson delivery. Students will be expected to complete and turn in daily work to receive credit for the day.

Instructional Supports

Students are expected to engage in the scheduled content asynchronously for a total of:

Pre-K – 260 minutes

K-3 - 290 minutes

4-6 - 310 minutes

7-8 - 320 minutes

9-12 - 320 minutes

The district-provided schedules are a guide for parents and are determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.

Additional synchronous opportunities of small group instruction and virtual support sessions are provided daily:

- Small group instruction time is determined on as-needed basis by teachers based on student progress in LMS

- Virtual support sessions attendance is scheduled and based on student need

Teachers are expected to engage with students through daily feedback (more about this in the Student Progress section). Additionally, students can interact with teachers and peers when scheduled during small group instruction via video conferencing. Orientation sessions at the beginning of the school year will ensure that students will be accustomed to this online interaction with their teachers, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for daily open virtual support sessions where they can meet with students or answer student questions. Attending virtual support sessions is not mandatory daily; students may determine when they choose to attend based on the level of support they need at different times.

Students with disabilities, students of special populations, or EL will have more teacher interaction and access to additional tools and accommodations within the LMS. In addition, virtual support sessions for students with disabilities, students of special population, and EL will have specific virtual support session times.

-- *Material Design* --

EISD staff will implement the TEKS-based, state-adopted instructional materials locally adopted by the district for each course. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Instructional Materials will be available digitally through the LMS. Teachers will design asynchronous activities so that students have an interactive experience. The use of videos/screencasts/announcements will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parents, students, and teachers to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, EISD will leverage each resource in the following way:

Other TEKS-based, state-adopted instructional materials

PISD will leverage other TEKS-based, state-adopted instructional materials for lesson ideas, texts, ideas for scaffolds and supports, etc.

Elective courses will follow the scope and sequence from their adopted instructional materials.

NWEA Map Growth Benchmark

EISD will utilize Map Growth Testing throughout the year to identify student progress and areas of concern in line with the TEKS. Staff will utilize this information to structure their classrooms both in house and remotely to ensure learning gaps are closed and progress is made.

<i>Instructional Materials/Assessment</i>	<i>Grade Level</i>	<i>Teks Aligned or Adaptation</i>	<i>Students w/disabilities support</i>	<i>EL Support</i>	<i>Print or Online instruction or data tool</i>
District-adopted instructional materials	All	TEKS	All adopted instructional materials include embedded differentiation and scaffolding supports for students with disabilities throughout the scope and sequence. Access to supplemental aids. Accommodations and modifications to instructional materials will be provided to students based on their individualized education plan. Parent training regarding the use of accommodations and supplemental aids will be provided as needed.	All adopted instructional materials embed daily leveraging of the ELPS and explicit opportunities for vocabulary development.	Online
District-adopted instructional materials	All	Yes	District-adopted instructional materials that do not contain an online component will utilize the third party tools listed below and teacher-provided accommodations to meet the needs of students with special needs.	District-adopted instructional materials that do not contain an online component will utilize the third party tools listed below and teacher-provided accommodations to meet the needs of students with language accommodations.	Print
Read and Write for Google	All	N/A	Provides personalized support for students in the areas of text to speech and speech to text among other supports allowing kids with disabilities to engage with the digital content.		Online
NWEA MAP	k-12 Reading & Math 5,8 Science	Yes	Teachers individually assign accommodations to students according to IEPs.	Teachers individually assign accommodations to students according to individual student needs.	Online

Classroom to home modes of instruction delivery.

Program/Method	Grade level	
SeeSaw	K-2	Teachers and users are able to interact via voice recordings and or snapshots of work.
Contentbrix	3-12	Lessons in the classroom can be recorded or broadcasted live to at home learners. Can be used synchronous or asynchronously.
Google Classroom	3-12	Lessons are posted for students to complete. Time stamp of log in is used to assure interaction.

Additional Supports:

Professional development - In an effort to provide quality services to our students, teachers and paraprofessionals who provide instruction and services to our special education, special populations, and EL students will be provided professional development in an effort to provide quality services. The district’s inservice schedule, Instructional paraprofessional trainings, and need specific trainings throughout the year will support the teachers as they serve the needs of their students.

Related Services and Speech Language Service: Students will receive Fannin County Coop services for Speech Language services, Occupational Therapy, Physical Therapy, and Music Therapy. Parents will receive consultation from therapy providers during each scheduled therapy session. Equipment necessary to meet the student’s goals and objectives will be delivered to the students’ home. Counseling check-ins will be provided by the counselor. ARD decisions will reflect any changes to the provision of direct services.

--Student Progress--

With At Home Learning in the spring, we are anticipating some skill deficiencies. Although the teachers and parents/guardians may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. High-quality lessons in google classroom, daily engagement in the content, progress monitoring through the assessment plan, and support for students/families are all part of tracking student progress.

Students will access assignments, including assessments, projects, and communication through the Learning Management System, Google Classroom. For synchronous tutorials and virtual support sessions, the district will use Google Meets or Zoom. Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent. Students will not be allowed to complete all of their assignments for the week in one day. Daily assignment submission and completion of modules are to be submitted for completion and credit for enrolled courses.

Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:

1. Daily Progress in the Management System
2. Daily Progress via student-teacher interaction
3. Completion / Turn-in of assignments

Teachers monitor and check for student engagement each day. Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities within the 24 hour window will be marked absent. Teachers will mark all students not sitting in their classroom each day as Absent. Teachers will reconcile attendance by 5:00 pm on Monday following the prior week of attendance. They will change Absent to Asynchronous

Present for any day that the students met the qualifiers to have been counted present. Ector ISD recommends that students follow a traditional schedule for the time of day they work on assignments.

Attendance will be tracked daily in the TxEIS program using the same process and protocol as is used during on-campus instruction. These methods require engagement that is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.

Ector ISD has a robust assessment plan for tracking student academic progress, informing instruction, and providing feedback to students on their progress. Teachers will administer standards-aligned, beginning of year assessments to collect data to be used as a starting point and to measure student progress throughout the school year. We will also use formal formative and summative assessments to gauge student progress and to adapt curriculum to support student learning. Informal formative assessments (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence. Progress monitoring will be tracked and communicated through our Learning Management System and Student Information System (TxEIS).

Teachers are expected to provide weekly feedback in at least one capacity within the district LMS. Specific feedback from teachers to students is conducted through a variety of methods, via Canvas lessons, activities, grades, or small group instruction and teacher virtual support sessions. These feedback mechanisms allow students to have a clear understanding of their academic progress on a consistent and frequent basis. It is important to emphasize to teachers that feedback engagement is not limited to synchronous interactions; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective.

Students receive a progress report at the 3 week grading period and a report card at the end of the 6 week grading period. In addition, students and parents can log into the student information system (Ascender portals) and see grades as they are entered by the teacher.

--Implementation--

The goal of the EISD's Asynchronous Learning Implementation Strategies is to ensure that all stakeholders receive the guidance, professional development, training, and support needed for the successful implementation of digital/remote teaching and learning.

All Ector ISD teachers and paraprofessionals, curriculum staff, and administrators will attend both in-person and virtual training sessions on numerous aspects of visioning, designing, implementing, and supporting asynchronous teaching and learning.

EISD provides synchronous and asynchronous professional development and training for teachers throughout the summer, in August, and throughout the school year that produce relevant and purposeful outcomes such as:

- Instructional materials alignment (vertical/horizontal August/September and ongoing each month)
- Learning content modules and depth of rigor, (August/September; January; April)
- LMS management and development (Google Classroom) (July/August/September and monthly meetings)
- Data-analysis and action plans, (September, December, February for Benchmark Analyses; 2Xmonthly for formative assessments)

- Assessments (August/September foundation training, ongoing job-embedded during PLC weekly)
- Content Study (PK-12 TEKS and content support through coaching and Professional Learning Community team studies using TRS-job embedded weekly)
- Closing Gaps and Interventions (RTI and *TEKS Resource Gap Tool*) *September/October*
- Engagement Strategies in Asynchronous Lesson Design (July/August/September and monthly meetings)
- Social-Emotional Supports for students (August/September; January; monthly meetings)
- Relationship Building in the Virtual Classroom (August/September and monthly meetings)
- Differentiation in an Asynchronous platform (September/October and weekly in PLC data analyses and action protocols)

EISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Since all teachers and students will engage in professional development, teaching and learning through the Google Classroom LMS, all staff training will include acquiring knowledge of asynchronous pedagogy and learning the system itself throughout the year.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies in the asynchronous environment.

Elective and CTE teachers meet regularly to troubleshoot issues with student learning and lessons. Additionally, due to the rural nature of our community and the fact that many of our teachers are the ONLY ones teaching their content, we encourage regional networking and attending professional development events and opportunities for our Elective teachers and CTE teachers in professional and content related networks and organizations. (TMEA, TAEA, Texas Thespians, Career and Technical Associations of Texas, Hospitality Educators Association of Texas, Texas Automotive Instructors Association, Texas Health Occupations Association, Vocational Agriculture Teachers Association of Texas, etc.)

PRINCIPALS AND OTHER ADMINISTRATORS

EISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning and of the Google Classroom:

- Excellence in Remote Instructional Delivery conducted by TEA
- Designing a Remote School Modules 1-3 conducted by TEA

The first Thursday of each month is dedicated to evaluating needs of training and developing the capacity of principals and administrators to lead and support instructional systems on the campuses and in the district.

EISD has always and will continue to work closely with our Educational Service Center, Region 10, and other partners to plan support for remote learning.

Principals and the Directors of Curriculum and Instruction/Special Populations will ensure the following accountability processes are in place:

- o Adherence to the schedules as published
- o Attendance is monitored and documented as published,
- o Implementation of the curriculum,
- o Use of approved Instructional Materials

- o Grades submitted in a timely manner and following local policy,
- o Communication with families- attendance, family engagement, and progress monitoring data

At the beginning of the school year, and at any time a student transitions from on-campus to virtual asynchronous learning, parents and guardians will be invited to small group meetings to participate in accessing the devices (I-pads and Chromebooks) for their students as well as learning how to navigate the LMS for each grade level.

As needs arise, we will host virtual and face-to-face parent help sessions with topics guided by feedback from parents and teachers.

- All student and parent expectations for asynchronous learning is outlined below and in student/parent handbooks as well as posted on campus/teacher websites.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check the LMS Google Classroom for assignments, learning modules, and directions.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction and submit any video content appropriately dressed in accordance to EISD dress code.

Parent/Guardian/Home Facilitator Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher virtual support sessions to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.
- The district also uses School Messenger and REMIND PK-12 as a one-way push and two-way communication tool for information, announcements, emergency notifications, as well as providing a question/answer format for parents and students seeking information and clarification.
- Within the Google Classroom LMS system is a communication tool for content and instructional one way and two-way communication as well.

- Each subject/grade level will hold daily, pre-planned virtual support sessions live via Zoom as needed at various pre-scheduled times. All students (both virtual and face to face) can “attend” these virtual teaching and support sessions as needed.

Ector ISD has hired an at-home liaison who supports teachers, parents and students with any questions or problems that may arise.

For assistance regarding a course, assignment, or resource:

Contact the relevant teacher during specific times of the day or the liaison during school hours.

For assistance regarding a technology-related problem or issue:

The EISD Technology Support Department at dbohann@ectorisd.net

For a personal, academic or social emotional concern:

Your school counselor at bpayne@ectorisd.net

For other issues related to distance learning:

The principals or curriculum director (names, emails, and contact information will be readily available on the district website.

Communication and Other Efforts: Ector ISD’s main communication tools for parents and students will be the following:

- REMIND
- Parentsquare
- School Messenger
- Google Classroom for teacher-parent-student discussions
- Google Meets or Zoom -for real-time instructional support and delivery of content support and tutorials
- Public website: EISD will maintain general information on our main website at www.ectorisd.net and our official facebook page.

Identifying Internet Providers and Getting Connected

The district has secured hotspots from Verizon and will distribute those to students in locations where free hotspots are not available. Additionally, the district will access information from the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During registration, families will complete the Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.

Deployment of Student Devices

Meet-the-Teacher events will be restructured to provide various opportunities for rotating supports for families. During the day, families will be invited to the school in phases and small groups to check out devices, meet the teachers, and attend small group stations on how best to support and guide their students’ daily learning.

Meet-the-Teacher, August 2021 Arrangement: Alphabetical Groups by campus, staggered times:

Station 1: “How To” Session on Google Classroom and the Contentbrix support

Station 2: Check-Out Ipads and Chromebooks

Station 3: Meet the Principal - Discussion of Safety Protocols and Support systems

Station 4: Meet the Teacher