

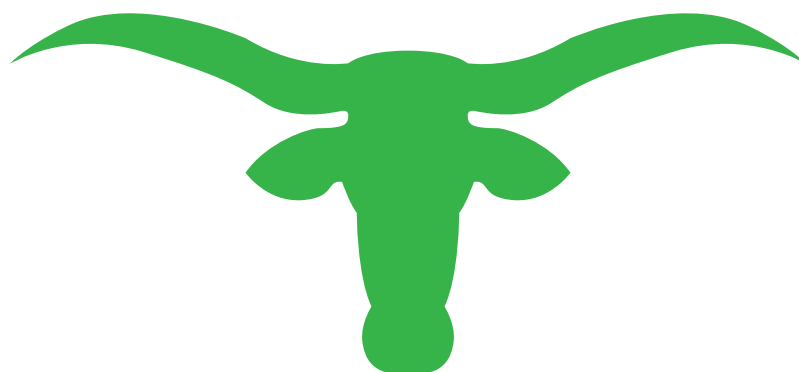
# Pearsall Independent School District

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## Remote Instruction – Asynchronous Plan

2020-2021: In response to COVID-19

*Approved by PISD Board of Trustees on 08/19/2020 & Approved by TEA on 08/24/2020*



**MAVERICK PRIDE!**

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

Ted Flores Elementary Remote Schedule	
PK & K (Self-Contained)	1 <sup>st</sup> & 2 <sup>nd</sup> Grade (Pairs)
<u>Morning Message</u>	
7:45 AM – 8:00 AM	
<u>ELAR</u>	<u>ELAR</u>
8:00 AM – 8:30 AM <i>30-minute Live Instruction</i>	8:00 AM – 8:30 AM <i>30-minute Live Instruction</i>
8:30 AM – 9:00 AM <i>30-minute Small Group &amp; Individual Work</i>	8:30 AM – 9:00 AM (ELAR & Math) <i>30-minute Small Group &amp; Individual Work</i>
9:00 AM – 9:10 AM <i>Brain Break / Restroom Break</i>	9:00 AM – 9:10 AM <i>Brain Break / Restroom Break</i>
9:10 AM – 9:40 AM <i>30-minute Live Instruction</i>	9:10 AM – 9:40 AM <i>30-minute Live Instruction</i>
9:40 AM – 10:10 AM <i>30-minute Small Group &amp; Individual Work</i>	9:40 AM – 10:10 AM (ELAR & Math) <i>30-minute Small Group &amp; Individual Work</i>
10:10 AM – 10:20 AM <i>Brain Break / Restroom Break</i>	10:10 AM – 10:20 AM <i>Brain Break / Restroom Break</i>
<u>Small Group Instruction / Centers</u>	<u>Small Group Instruction / Centers</u>
10:20 AM – 11:20 AM	10:20 AM – 11:20 AM
<u>Lunch</u>	<u>Lunch</u>
11:20 AM – 11:50 AM	11:20 AM – 11:50 AM
<u>Brain Break / Recess</u>	<u>Brain Break / Recess</u>
11:50 AM – 12:00 PM	11:50 AM – 12:00 PM
<u>Specials (PE)</u>	<u>Specials (PE)</u>
12:00 PM – 12:30 PM	12:00 PM – 12:30 PM
<u>Math</u>	<u>Math</u>
12:30 PM – 1:00 PM <i>30-minute Live Instruction</i>	12:30 PM – 1:00 PM <i>30-minute Live Instruction</i>
1:00 PM – 1:30 PM <i>30-minute Small Group &amp; Individual Work</i>	1:00 PM – 1:30 PM (ELAR & Math) <i>30-minute Small Group &amp; Individual Work</i>
1:30 PM – 1:40 PM <i>Brain Break / Restroom Break</i>	1:30 PM – 1:40 PM <i>Brain Break / Restroom Break</i>
1:40 PM – 2:10 PM <i>30-minute Live Instruction</i>	1:40 PM – 2:10 PM <i>30-minute Live Instruction</i>
2:10 PM – 2:40 PM <i>30-minute Small Group &amp; Individual Work</i>	2:10 PM – 2:40 PM (ELAR & Math) <i>30-minute Small Group &amp; Individual Work</i>
<u>Instructional Online Support (Reading Plus, Reading Eggs, MyON, Freckle Math, Prodigy, CIRCLE)</u>	
2:40 PM – 3:30 PM	
<b>NOTES:</b>	
<ul style="list-style-type: none"> <li>• Small group sessions – shall be offered even if students do not attend</li> </ul>	

# Pearsall Intermediate Remote Schedule

3 <sup>rd</sup> Grade (Pairs)	4 <sup>th</sup> Grade (Quads)	5 <sup>th</sup> Grade (Quads)
<b><u>Morning Message</u></b>		
7:45 AM – 8:00 AM		
<b><u>Block 1 (Homeroom)</u></b>	<b><u>Block 1 (Homeroom)</u></b>	<b><u>Block 1 (Homeroom)</u></b>
8:00 AM – 8:30 AM <i>30-minute Live Instruction</i>	8:00 AM – 8:30 AM <i>30-minute Live Instruction</i>	8:00 AM – 8:30 AM <i>30-minute Live Instruction</i>
8:30 AM – 9:05 AM <i>35-minute Small Group &amp; Individual Work</i>	8:30 AM – 9:05 AM <i>35-minute Small Group &amp; Individual Work</i>	8:30 AM – 9:00 AM <i>30-minute Small Group &amp; Individual Work</i>
9:05 AM – 9:35 AM <i>30-minute Live Instruction</i>	<b><u>Block 2 (Quad Teacher)</u></b>	<b><u>MVP Time (Music/PE)</u></b>
9:35 AM – 10:10 AM <i>35-minute Small Group &amp; Individual Work</i>	9:05 AM – 9:35 AM <i>30-minute Live Instruction</i>	9:00 AM – 10:00 AM
<b><u>Block 2 (Team Teacher)</u></b>	9:35 AM – 10:10 AM <i>35-minute Small Group &amp; Individual Work</i>	<b><u>Block 2 (Quad Teacher)</u></b>
10:10 AM – 10:40 AM <i>30-minute Live Instruction</i>	<b><u>WIN Time (Small Group Intervention)</u></b>	10:00 AM – 10:30 AM <i>30-minute Live Instruction</i>
10:40 AM – 11:15 AM <i>35-minute Small Group &amp; Individual Work</i>	10:10 AM – 10:55 AM	10:30 AM – 11:00 AM <i>30-minute Small Group &amp; Individual Work</i>
11:15 AM – 11:45 AM <i>30-minute Live Instruction</i>	<b><u>MVP Time (Music/PE)</u></b>	<b><u>Block 3 (Quad Teacher)</u></b>
11:45 AM – 12:20 PM <i>35-minute Small Group &amp; Individual Work</i>	11:00 AM – 12:00 PM	11:05 AM – 11:35 AM <i>30-minute Live Instruction</i>
<b><u>Lunch (3<sup>rd</sup> Grade)</u></b>	<b><u>Lunch (4<sup>th</sup> Grade)</u></b>	11:35 AM – 12:05 PM <i>30-minute Small Group &amp; Individual Work</i>
12:20 PM – 12:50 PM	12:00 PM – 12:30 PM	<b><u>Lunch (5<sup>th</sup> Grade)</u></b>
<b><u>Brain Break / Recess (3<sup>rd</sup> Grade)</u></b>	<b><u>Brain Break / Recess (4<sup>th</sup> Grade)</u></b>	12:05 PM – 12:35 PM
12:50 PM – 1:00 PM	12:30 PM – 12:40 PM	<b><u>Brain Break / Recess (5<sup>th</sup> Grade)</u></b>
<b><u>MVP Time (Music/PE)</u></b>	<b><u>Block 3 (Quad Teacher)</u></b>	12:40 PM – 12:50 PM
1:00 PM – 2:00 PM	12:40 PM – 1:10 PM <i>30-minute Live Instruction</i>	<b><u>Block 4 (Quad Teacher)</u></b>
<b><u>WIN Time (Small Group Intervention)</u></b>	1:10 PM – 1:40 PM <i>30-minute Small Group &amp; Individual Work</i>	12:50 PM – 1:20 PM <i>30-minute Live Instruction</i>
2:00 PM – 2:45 PM	<b><u>Block 4 (Quad Teacher)</u></b>	1:20 PM – 1:50 PM <i>30-minute Small Group &amp; Individual Work</i>
	1:40 PM – 2:10 PM <i>30-minute Live Instruction</i>	<b><u>WIN Time (Small Group Intervention)</u></b>
	2:10 PM – 2:40 PM <i>30-minute Small Group &amp; Individual Work</i>	1:55 PM – 2:40 PM
<b><u>Book Club (Reading Plus &amp; Education Galaxy)</u></b>		
2:45 PM – 3:30 PM		

**NOTES:**

- Small group sessions – shall be offered even if students do not attend
- MVP Time – shall serve as teacher conference time (opportunity to document attendance, grade assignments, plan lessons, and attend PLC's)
- Book Club – shall be used as additional parent communication times, staff meetings, PLCs

# Pearsall Junior High School Remote Schedule

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>1<sup>st</sup> Period</b>		
8:25 AM - 8:45 AM <i>20-minute Live Instruction</i> 8:45 AM – 9:15 AM <i>30-minute Small Group &amp; Individual Work</i>		
<b>2<sup>nd</sup> Period</b>		
9:19 AM - 9:39 AM <i>20-minute Live Instruction</i> 9:39 AM – 10:09 AM <i>30-minute Small Group &amp; Individual Work</i>		
<b>3<sup>rd</sup> Period</b>		
10:13 AM – 10:33 AM <i>20-minute Live Instruction</i> 10:33 AM – 11:03 AM <i>30-minute Small Group &amp; Individual Work</i>		
<b><u>"A" Lunch (6<sup>th</sup> Grade)</u></b>	<b><u>4<sup>th</sup> Period (7<sup>th</sup> Grade)</u></b>	<b><u>4<sup>th</sup> Period (8<sup>th</sup> Grade)</u></b>
11:03 AM – 11:33 AM	11:07 AM – 11:27 AM <i>20-minute Live Instruction</i> 11:27 AM – 11:57 AM <i>30-minute Small Group &amp; Individual Work</i>	11:07 AM – 11:27 AM <i>20-minute Live Instruction</i> 11:27 AM – 11:57 AM <i>30-minute Small Group &amp; Individual Work</i>
<b><u>4<sup>th</sup> Period (6<sup>th</sup> Grade)</u></b>	<b><u>"B" Lunch (7<sup>th</sup> Grade)</u></b>	<b><u>5<sup>th</sup> Period (8<sup>th</sup> Grade)</u></b>
11:37 AM – 11:57 AM <i>20-minute Live Instruction</i> 11:57 AM – 12:27 PM <i>30-minute Small Group &amp; Individual Work</i>	11:57 AM – 12:27 PM	12:01 PM - 12:21 PM <i>20-minute Live Instruction</i> 12:21 PM – 12:51 PM <i>30-minute Small Group &amp; Individual Work</i>
<b><u>5<sup>th</sup> Period (6<sup>th</sup> Grade)</u></b>	<b><u>5<sup>th</sup> Period (7<sup>th</sup> Grade)</u></b>	<b><u>"C" Lunch (8<sup>th</sup> Grade)</u></b>
12:31 PM – 12:51 PM <i>20-minute Live Instruction</i> 12:51 PM – 1:21 PM <i>30-minute Small Group &amp; Individual Work</i>	12:31 PM - 12:51 PM <i>20-minute Live Instruction</i> 12:51 PM – 1:21 PM <i>30-minute Small Group &amp; Individual Work</i>	12:51 PM – 1:21 PM
<b>6<sup>th</sup> Period</b>		
1:25 PM – 1:45 PM <i>20-minute Live Instruction</i> 1:45 PM – 2:15 PM <i>30-minute Small Group &amp; Individual Work</i>		
<b>7<sup>th</sup> Period</b>		
2:19 PM - 2:39 PM <i>20-minute Live Instruction</i> 2:39 PM – 3:09 PM <i>30-minute Small Group &amp; Individual Work</i>		
<b>8<sup>th</sup> Period</b>		
3:13 PM - 3:33 PM <i>20-minute Live Instruction</i> 3:33 PM – 4:03 PM <i>30-minute Small Group &amp; Individual Work</i>		

**NOTES:**

- *Small group sessions – shall be offered even if students do not attend*
- *Conference – opportunity to document attendance, grade assignments, plan lessons, and attend PLC's*
- *If students do not attend individual/small group sessions, time shall be used to contact students and parents*

# Pearsall High School Remote Schedule

## All Students

### 1<sup>st</sup> Period

**8:15 AM - 8:35 AM**

*20-minute Live Instruction*

**8:35 AM – 9:02 AM**

*27-minute Small Group & Individual Work*

### 2nd Period

**9:06 AM - 9:26 AM**

*20-minute Live Instruction*

**9:26 AM – 9:53 AM**

*27-minute Small Group & Individual Work*

### 3rd Period

**9:57 AM – 10:17 AM**

*20-minute Live Instruction*

**10:17 AM – 10:44 AM**

*27-minute Small Group & Individual Work*

### 4th Period

**10:48 AM – 11:08 AM**

*20-minute Live Instruction*

**11:08 AM – 11:35 AM**

*27-minute Small Group & Individual Work*

### "A" Lunch & 5th Period

**11:35 AM – 12:05 PM**

*30-minute Lunch*

**12:09 PM – 12:29 PM**

*20-minute Live Instruction*

**12:29 PM – 1:13 PM**

*27-minute Small Group & Individual Work*

### "B" Lunch & 5th Period

**11:35 AM – 12:09 PM**

*20-minute Live Instruction*

**12:09 PM – 12:39 PM**

*30-minute Lunch*

**12:43 PM – 1:13 PM**

*27-minute Small Group & Individual Work*

### "C" Lunch & 5th Period

**11:35 AM – 11:55 AM**

*20-minute Live Instruction*

**11:55 AM – 12:39 PM**

*27-minute Small Group & Individual Work*

**12:39 PM – 1:09 PM**

*30-minute Lunch*

### 6th Period

**1:17 PM – 1:37 PM**

*20-minute Live Instruction*

**1:37 PM – 2:04 PM**

*27-minute Small Group & Individual Work*

### 7th Period

**2:08 PM - 2:28 PM**

*20-minute Live Instruction*

**2:28 PM – 2:55 PM**

*27-minute Small Group & Individual Work*

### 8th Period

**2:59 PM - 3:19 PM**

*20-minute Live Instruction*

**3:19 PM – 3:45 PM**

*27-minute Small Group & Individual Work*

### NOTES:

- *Small group sessions – shall be offered even if students do not attend*
- *Conference – opportunity to document attendance, grade assignments, plan lessons, and attend PLC's*
- *If students do not attend individual/small group sessions, time shall be used to contact students and parents*
- *Lunch time – based on 5<sup>th</sup> period teacher schedule*

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>Students in remote settings will have opportunities to engage in both asynchronous and synchronous learning platforms, Student schedules will meet or exceed the daily minutes of instruction across all grade levels. Students will utilize the Schoology Learning Management System (LMS) daily to engage in live-streamed lessons, view recorded lessons, view instructional videos, complete guided and independent practice, participate in discussion questions for engagement with peers, complete formative and summative assessment, engage in projects, and more. In addition, students will have access to aligned instructional software systems such as myON, A+, Reading Plus, etc....</p> <p>Teachers will schedule specific times for the class to meet, review instruction, and complete assignments by working in pairs, small groups, and/or all together. Students will also be able to work at their own pace on assignments.</p>
<p><b>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?</b></p>	<p>The expectation for students is to use the Schoology LMS system daily. The expectation is to access the Schoology LMS system for a full day of instruction through the use of live-streamed lessons, viewing of recorded lessons, use of instructional videos, guided and independent practice, discussion opportunities with peers (small group instruction), and completion of assignments. Attendance will be documented by student engagement in these methods of lesson delivery daily. Lessons and products will be TEKS based and aligned with District approved resources.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Students will engage in regular interactions with teachers and peers daily through live-streamed lessons, small group instruction, and meetings/check-ins (office hours). Students identified as needing intervention or enrichment options will be provided with documented small group support. Additionally, teachers will use daily office hours to make contact with students regarding their individualized instructional needs.</p>
<p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>	<p>The District will work with students and parents to minimize the barriers students with learning needs may experience in a remote setting. Multiple means of engagement will be provided to students with additional learning needs, such as increased access to general education teachers, and support/inclusion staff. Students who receive services in Special Education, ESL, Dyslexia and 504 will be provided supplemental instruction time to meet their individualized needs. Student performance data will be used to identify where small group settings may be used to provide targeted instruction, intervention, and adapt the learning plan as needed.</p> <p><u>Special Education</u></p> <p>Teachers who provide inclusion support will meet the following expectations:</p> <ul style="list-style-type: none"> <li>• SpEd and GenEd Content teachers will collaborate weekly (campus PLC, set online meetings, etc.) so the sped teacher can design the accommodations and/or modifications necessary to support students with IEPs.</li> <li>• SpEd and GenEd Content teachers that share students will access the same digital learning platform. SpEd teachers need to have access to GenEd teacher’s digital class. This will allow for the SpEd teacher to build in the needed accommodation and/or modifications to general ed lessons for the students that require IEP services/supports.</li> <li>• SpEd and GenEd content teachers will collaborate to ensure that:</li> <li>• The assigned content area teacher includes the special education students in their digital platform for learning.</li> <li>• The Gen Ed content teacher will include special education students on all classroom communication.</li> <li>• SpEd teachers are required to complete differentiated lesson plans in order to document the services and support provided for students with IEPs.</li> <li>• SpEd and GenEd teachers will collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept. SpEd teacher will contact the family to set up a time to provide additional resources or supports to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.</li> <li>• SpEd teachers will record all applicable data as you receive evidence of completion of tasks/activities so that progress can continue to be monitored</li> </ul> <p>Teachers who provide services in a Resource or Self-contained setting will meet the following expectations:</p>

	<ul style="list-style-type: none"> <li>• SpEd teachers are required to use a district approved digital learning platform to provide students with lessons/activities that support the implementation of their IEP goals and objectives.</li> <li>• SpEd and GenEd teachers will collaborate weekly in campus PLC meetings to make sure they are aligning their lessons with the general education curriculum.</li> <li>• SpEd teachers are required to complete differentiated lesson plans in order to document the services and support provided for students with IEPs.</li> <li>• SpEd teachers will record all applicable data as you receive evidence of completion of tasks/activities so that progress can continue to be monitored</li> <li>• SpEd teachers will ensure that modifications and accommodations are made available as lessons and activities are developed.</li> <li>• SpEd teacher will contact the family to set up a time to provide additional resources or support to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.</li> <li>• SpEd teachers will collaborate with service providers about IEP resources or support a student may need.</li> </ul> <p><u>Related Services</u></p> <ul style="list-style-type: none"> <li>• Speech services will be provided remotely</li> <li>• Occupational services will be provided remotely, or by consult</li> <li>• Physical Therapy services will provided remotely, or by consult</li> <li>• Counseling will be provided remotely, or by consult</li> </ul> <p><u>ESL</u></p> <ul style="list-style-type: none"> <li>• ESL teachers will collaborate to ensure lessons are designed to meet the needs of all students</li> <li>• ESL teachers are required to complete differentiated lesson plans to meet the needs of the EL students they support whether instruction is virtual or face-to-face</li> <li>• ESL Professional Learning Communities (PLCs) will occur every week where teachers will utilize the instructional materials (delineated below) to adapt the Anytime, Anywhere Learning curriculum to meet the needs of their ESL learners.</li> <li>• Evaluation sessions will be scheduled on a regular basis and the schedule communicated with parents for each grading period.</li> <li>• Students and families will receive weekly 1-on-1 check-ins with ESL teachers or staff to communicate progress, plan interventions &amp; acceleration, and convey detailed plans for the following week.</li> </ul> <p>Furthermore, instructional software systems that are adaptive and self-paced will provide additional progress monitoring, extra instructional feedback, and personalized instruction for specific needs.</p>
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**Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

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?
<b>Math Instructional Materials</b>	All	TEKS Resource System (Gap Implementation Tool, YAG, IFD, iTRS)	Performance and Unit Assessments to measure and monitor student progress.	Yes	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiation.	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiated linguistic supports.

	All	TEGGuide – ESC 13 (aligned with TEKS Resource System)	Performance, Formative, and Unit Assessments to measure and monitor student progress.	Yes	This tool provides teacher guidance for differentiation.	This tool provides teacher guidance for differentiated linguistic supports.
<b>ELA Instructional Materials</b>	All	TEKS Resource System (Gap Implementation Tool, YAG, IFD, iTRS)	Performance and Unit Assessments to measure and monitor student progress.	Yes	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiation.	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiated linguistic supports.
	All	TEGGuide – ESC 13 (aligned with TEKS Resource System)	Performance, Formative, and Unit Assessments to measure and monitor student progress.	Yes	This tool provides teacher guidance for differentiation.	This tool provides teacher guidance for differentiated linguistic supports.
	1 <sup>st</sup> – 10 <sup>th</sup>	Reading Plus	Yes	Yes	Built-in supports for students with disabilities.	Built-in supports for EL students.
<b>Science Instructional Materials</b>	All	TEKS Resource System (Gap Implementation Tool, YAG, IFD, iTRS)	Performance and Unit Assessments to measure and monitor student progress.	Yes	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiation.	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiated linguistic supports.
	All	TEGGuide – ESC 13 (aligned with TEKS Resource System)	Performance, Formative, and Unit Assessments to measure and monitor student progress.	Yes	This tool provides teacher guidance for differentiation.	This tool provides teacher guidance for differentiated linguistic supports.
<b>Social Studies Instructional Materials</b>	All	TEKS Resource System (Gap Implementation Tool, YAG, IFD, iTRS)	Performance and Unit Assessments to measure and monitor student progress.	Yes	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiation.	This tool helps teachers identify gaps and adjust based on student needs and provides teacher guidance for differentiated linguistic supports.



	All	TEGGuide – ESC 13 (aligned with TEKS Resource System)	Performance, Formative, and Unit Assessments to measure and monitor student progress.	Yes	This tool provides teacher guidance for differentiation.	This tool provides teacher guidance for differentiated linguistic supports.
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**Provide additional explanations of how your instructional materials meet the criteria if needed:**

Component	Explanation
<b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b>	The District will utilize the TEKS Resource System, in conjunction with the Implementing TEKS Resource System (iTRS) which is hosted by ESC Region 20 and TEGGuide which is hosted by ESC Region 13, to ensure vertical alignment is maintained and teachers are adhering to the curriculum standards. Instructional materials and activities will be the same content as provided to students in the classroom so that when students are moving between on-site and remote settings, they will be able to adapt quickly to the instruction provided.
<b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b>	<p>Whether a student is participating in on-site or remote learning, special education teachers and support staff will review the progress of each student on their caseload weekly (i.e., gradebook, data collection, etc.) and determine any additional supports that may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives. Additionally, special education teachers and support staff will complete differentiated lesson plans to meet the needs of special education students they support whether on-site or in a remote setting. Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student’s individual plan. Special Education teachers will communicate and document individualized accommodations, support, and related services for students with parents. Special Education teachers will also maintain a service log to document the time spent providing support to students, and communicating with parents. Special education teachers will engage in PLCs along with general education teachers to ensure that they are able to finalize adapted lesson plans and instructional materials that meet the accommodations and modifications outlined in each student’s IEP.</p> <p>Bilingual and ESL teachers will follow the general education guidance and complete differentiated lesson plans to meet the needs of the EL students they service/support whether instruction is in an on-site or remote setting. Furthermore, bilingual and ESL teachers will collaborate with general education teachers to ensure lessons are aligned and designed to meet the needs of all students. ESL teachers will communicate and document individualized accommodations, support, and communication with students and parents. ESL teachers will maintain documentation to log time spent providing support to students, and communication with parents, general education teachers.</p>

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

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>Students are expected to engage daily in instructional activities. Daily engagement is accomplished through either of the following items:</p> <ul style="list-style-type: none"> <li>• Completion of lessons/activities through the LMS – daily work, projects, assessments, etc.</li> <li>• Participating in synchronous (live lessons) for daily instruction or small group instruction</li> <li>• Daily contact with teacher (to include emails, online, phone calls, etc...)</li> </ul>

<p><b>What is the system for tracking daily student engagement?</b></p>	<p>Student attendance will be measured daily through engagement of any of the three outlined methods:</p> <ul style="list-style-type: none"> <li>• Completion of lessons/activities through the LMS: students will be responsible for submitting tasks/assignments within the LMS (i.e., daily work, projects, assessments, etc.)</li> <li>• Participating in synchronous (live lessons): students will have the opportunity daily to engage in synchronous learning through participating in live lessons (whole class and/or small group)</li> <li>• Daily contact with teacher: students will have the opportunity to check-in with their teacher daily through the use of scheduled office hours</li> </ul> <p>A teacher or campus representative will input the student’s attendance into the student information system based on the student’s daily engagement for that day. Campus staff will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted.</p>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</b></p>	<p>The methods described above are similar to the ways in which students would receive teacher support, peer interaction, and individual work time as if they were learning on-site. The campus schedule for live streamed lessons will operate on the same schedule as if students are on-site. This will in turn provide for a seamless transition when students are having to move between different instructional settings (on-site or remote). Additionally, the same instructional content and timelines will be used for students in both instructional settings (on-site or remote) to ensure alignment and consistency with the TEKS standards.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>Student academic progress will be tracked and monitored through the use of assessment tools built into the TEKS Resource System and TExGuide programs – Formative Assessments, Performance Assessments, and Unit Assessments. Teachers will also be able to utilize submission of tasks/assignments to monitor student academic progress and provide adjustments and feedback as needed.</p>
<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<p>Students will receive feedback from teachers weekly based on the submission of tasks and assignments, as well as during participation in live streamed lessons (either in a whole class or small group setting). Furthermore, some instructional software may be utilized at times to provide student with real-time instructional feedback on their learning and individual needs.</p>

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

<p><b>07/20/2020 – 07/31/2020:</b> TEA’s Excellence in Remote Instruction for Campus Administration</p>		
<p><b>Day 1 (08/05/2020) – Campus Day</b></p> <p>Google Classroom  Implementing TEKS Resource System  TexGuide  Lesson Plans  Eduphoria  T-TESS Orientation</p>	<p><b>Day 2 (08/06/2020) – Planning Day</b></p> <p>Google Classroom  Setting up Google Classroom  Content Level PLCs</p>	<p><b>Day 3 (08/07/2020) – Work Day</b></p> <p>Virtual Content Specialization and Support Mathematics and ELAR-SPED  Continuity Planning for Remote Learners  Service Logs for students receiving services in Special Programs  T-PESS Orientation for Campus Administrators</p>
<p><b>Beginning September 2020 and Ongoing:</b> Schoology</p>		

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

Component	Explanation
<p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	<p>During the summer, campus and district administration engaged in TEA’s “Excellence in Remote Instruction” professional development modules to leverage and model effective remote learning for their staff. Furthermore, campus and district administration, along with instructional coaches, participated in professional development to be able to effectively show their teachers how to utilize Implementing TEKS Resource System (iTRS). Beginning with the 2018-2019 school year, the District held professional development for TExGuide. This resource is directly aligned with the TEKS Resource System and supported by ESC 13. During the spring of 2020, shortly after the District started remote learning due to the COVID-19 pandemic, campus and district administration, along with all teachers, engaged in professional development that focused on effectively utilizing TExGuide in conjunction with Google Classroom. Teachers were seamlessly able to continue utilizing TExGuide through the Google Classroom platform for remote instruction. The content learned from all of these professional development sessions will be embedded in ongoing Professional Learning Communities (PLCs) that campus leadership teams will facilitate with their teachers on a weekly basis.</p> <p>Pearsall ISD will use the Schoology LMS for the 2020-2021 school year, which is being financially supported by TEA. The District is in the process of working with Schoology to outline extensive training related to the LMS features and functionality, along with how to effectively incorporate it into our remote instructional setting.</p> <p>The District will continue to utilize professional development opportunities provided by and/or supported by TEA and the ESC Region 20</p>
<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>Effective professional development starts with knowledge about what educators need. Data was collected from March 16, 2020 thru May 22, 2020 on teacher and administrator capacity in providing quality rigorous instruction remotely to all learners in Pearsall ISD. The needs identified were teacher and administrator capacity in Google Classroom, Asynchronous learning, Implementing TEKS Resource System, TExGuide and Schoology. In order to be effective Pearsall ISD will create learning opportunities for educators that will be actionable, evaluable, and feasible. Opportunities will focus on educators walking out of training with knowledge that will help them to create strategies, and interventions that are actionable, evaluable, and feasible. The professional development provided to teachers will focus on building the capacity of teachers and administrators to create a remote learning environment that can seamlessly transition to brick and mortar instruction.</p> <p>Every week, teachers will engage in a dedicated PLCs with their peers in the same content/grade-level to build staff capacity in delivering on-site and remote instruction. The PLCs will be comprised of general education teachers, special education teachers, interventionists, instructional coaches, and administrators who will work together to review and disaggregate the weekly instructional resources to make it directly aligned and meaningful for students. The goals of the PLCs are to increase the understanding of mastering the standards by effectively reviewing and using data to drive instruction.</p> <p>Additionally, the District will utilize professional development opportunities to model remote asynchronous and synchronous learning. Some professional development sessions, such as PLCs, will be modeled through a synchronous platform for teachers to be able to collaborate remotely. Other professional development sessions, such as compliance training, will be modeled through an asynchronous platform to allow educators to learn and grow on their own time. Furthermore, educators will receive real-time feedback and coaching from campus and district administrators and staff who will be observing lessons (on-site and remotely).</p>

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

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<p>Constant communication will flow between our District and parents through Google Classroom, the Parent Portal, our LMS, website, social media accounts, app alerts, school messenger, and personal contact from teachers and administrators via email and voice calls. It is vital that students and parents understand the expectations and</p>

	<p>importance of remote learning during remote instruction. It is our expectation for staff, students, and parents to maintain strong partnerships to allow students to transition easily between the different instructional settings.</p>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p>Parents will be expected to support student instruction (where age appropriate), engage in meetings with campus staff as needed, reach out to appropriate campus staff if they believe their child needs additional support, and read updates from the campus and/or district. Parents choosing remote learning will be asked to ensure that the student has a place to work while at home.</p> <p>Parents will have access to their child's schedule and classwork expectations. If students are unable to access certain aspects of their child's schedule or classwork expectations, parents will have the responsibility to communicate with their child's teacher and campus to ensure that the student has what they need to continue learning.</p> <p>Students are required to engage in daily learning activities to continue making academic progress. Teachers and other campus staff will check in with students and parents regularly to communicate academic progress, identify opportunities for growth, check in on student social-emotional health, identify student or parent needs that the school can help to mitigate, and connect students and parents to resources needed.</p>
<p><b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b></p>	<p>The District will make physical supplies (i.e., Chromebooks and hotspots) available to students and parents if needed for remote instruction. Campuses will hold virtual meet the teacher nights in which videos will be made available to help show parents how to use the different programs/systems that will be used for remote instruction (i.e., Google Classroom). Additional and on-going parent training will be developed and made available to ensure parents know how to best support their students. This will include technical training on items such as our LMS and accessing instructional programs. Furthermore, individualized support for parents will be available to ensure they have the tools and resources to help their students be successful. These opportunities will include parent meetings as requested and office hours held by campus staff.</p>