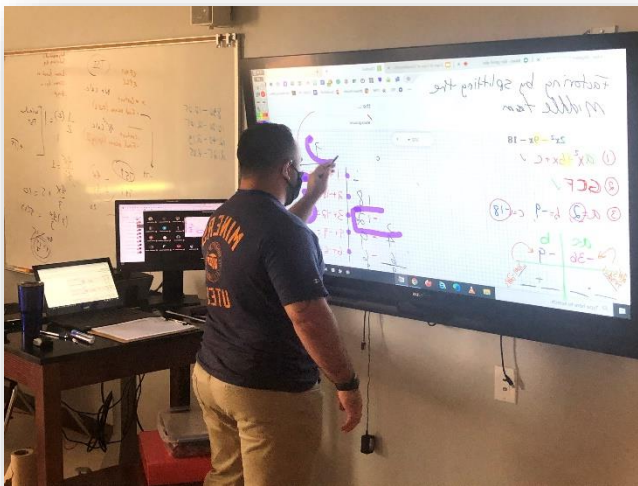


Clint Independent School District

2020-2021

Asynchronous Plan

TEA Approved 9/24/2020



Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hour's schedule) is planned, 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 consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned, 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.

Please check the grade level(s) for which these open response descriptions/attachments apply.		
<i>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.</i>		
<input type="checkbox"/> PK3 <input checked="" type="checkbox"/> PK 4 <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

Clint ISD Asynchronous Plan (071901)

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.

Elementary Course Instructional Programs:

Elementary Administration and Instructional Coordinators will ensure that teachers are planning using the pacing guides and digital platform for instruction. Students can submit assignments via Google Docs or through applications.

A chart of the instructional program is listed below:

Content	ILEARN@HOME
Class Meeting/SEL/PBIS	Direct Instruction
English Language Arts*	Direct Instruction
Math*	Direct Instruction
Science*	Direct Instruction
Social Studies*	Direct Instruction
PE/HEALTH**	Pre-Prepared lessons & daily progress Monitoring
GIFTED and TALENTED	Pre-Prepared lessons & daily progress Monitoring
Library**	Pre-Prepared lessons & daily progress Monitoring
Computer Class**	Pre-Prepared lessons & daily progress Monitoring
Fine Arts (Music)**	Pre-Prepared lessons & daily progress Monitoring
System 44/ SPED Self-Contained Classrooms **	Pre-Prepared lessons & daily progress Monitoring

* These classes require face-to-face instruction and have been approved by TEA. Independent practice is included after face-to-face instruction. **SPED paraprofessionals will support general education teachers/special education teachers based on their assigned schedule.**

** These classes may also offer a direct-instruction plan in coordination with the pre-prepared lessons.

Creating Elementary Teacher Schedules

Teachers will be provided professional development and ongoing support to ensure they are maximizing synchronous and asynchronous time with their lessons. A combination of face-to-face online instruction and pre-prepared lessons will assist students who may need assistance from parents or siblings later in the day. District applications and programs can also supplement the pre-prepared activities provided to our students.

Clint ISD Asynchronous Plan (071901)

The tables below detail how teachers may break up lessons between face-to-face instruction and pre-prepared lessons.

PK-2 Schedule:

Sample 3-5 Schedule:

PK-2 Schedule Guidelines	Asynchronous with Synchronous lessons
Class Meeting/SEL/PBIS/Review of Daily Objectives	Synchronous Meeting with teacher and class
ELAR	Synchronous Mini lesson with teacher and small group instruction Asynchronous Independent practice through HMH reading packets, M-Class Amplify, Waterford (PK)
Math	Synchronous Mini Lesson with teacher and Small Group Instruction Asynchronous Independent Practice with textbook materials/Pearson and Dreambox
Science/Social Studies	Synchronous Lessons with teacher alternating days. Asynchronous practice through project-based activities.
P.E./Health	Asynchronous lessons-prepared in advance and Synchronous monitoring by staff
Music	Asynchronous lessons-prepared in advance and Synchronous monitoring by staff
Library	Asynchronous lessons-prepared in advance Synchronous lessons scheduled during ELAR class.

3-5 Schedule Guidelines	Asynchronous with Synchronous lessons
Class Meeting/SEL/PBIS/Review of Daily Objectives	Synchronous Meeting with teacher and class
ELAR	Synchronous Mini lesson with teacher and small group instruction Asynchronous Independent practice through HMH reading packets, M-Class Amplify, Waterford (PK)
Math	Synchronous Mini Lesson with teacher and Small Group Instruction Asynchronous Independent Practice with textbook materials and Dreambox
Science/Social Studies	Synchronous Lessons with teacher alternating days. Asynchronous practice through project-based activities.
P.E./Health	Asynchronous lessons-prepared in advance and Synchronous monitoring by staff
Music	Asynchronous lessons-prepared in advance and Synchronous monitoring by staff
Library	Asynchronous lessons-prepared in advance Synchronous lessons scheduled during ELAR class.

Pre K – 2 nd Grade Planned Schedule	
Time	Delivery of Instruction-285 minutes of Synchronous and Asynchronous
7:45-8:00	Hello SEL Check-In- Includes a song/dance Synchronous
8:00-8:15	Read Aloud Time with Minilesson Synchronous
8:15-8:30	Asynchronous Reading Activity
8:30-8:45	Phonics Lesson Synchronous
8:30-9:00	Explain the plan to students(review center work, provide a checklist) Review Group Times Synchronous
9:00-10:00	Virtual Centers and small groups; Teacher schedules Group times and reinforces lesson, assessments, or additional activity; Students are working on stations and waiting to join the small group; Close the lesson Asynchronous/Synchronous
10:00-10:30	PE Break/Go Noodle/SEL Synchronous/Asynchronous
10:30-11:00	Math Minilesson Synchronous
11:00	Lunch
11:30-12:30	Math Stations Asynchronous/Synchronous
12:30-12:45	Science/SS Mini Lesson Asynchronous/Synchronous
12:45-1:15	Asynchronous Practice
1:15-1:30	Closing/Reflection-Synchronous

*GT/SPED/Dyslexia services provided as scheduled.

Grades 3-5 Planned Schedule	
Time	Delivery of Instruction-360 minutes of Synchronous and Asynchronous
7:45-8:00	Hello SEL Check-In- Includes a song/dance Synchronous
8:00-8:15	Read Aloud Time with Minilesson Synchronous
8:15-8:30	Asynchronous Reading Activity
8:30-8:45	Phonics/Word Study Lesson Synchronous
8:30-9:00	Explain the plan to students (review center work, provide a checklist) Review Group Times Synchronous
9:00-10:00	Virtual Centers and small groups Teacher schedules Group times and reinforces lesson, assessments, or additional activity. Students are working on stations and waiting to join the small group Close the lesson Asynchronous/Synchronous
10:00-10:30	PE Break/Go Noodle/SEL Synchronous/Asynchronous
10:30-11:00	Math Minilesson Synchronous
11:00	Lunch
11:30-12:30	Math Stations Asynchronous/Synchronous
12:30-1:00	SS/Sci- Mini Lesson/Demonstration Teaching-Synchronous
1:00-1:45	Project Based Learning Activities-Asynchronous
1:45-2:00	Reflection of the Day-Closure-Synchronous

Secondary Course Instructional Programs

All secondary campuses will be on an A/B Block schedule for the 2020-2021 school year. This will enable teachers to have large blocks of time to conduct direct instruction and pre-prepared activities and to ensure that the TEKS are taught to all students. Middle and High School Administration and Instructional Coordinators will ensure that teachers are planning using the pacing guides and digital platform for instruction. Students can submit assignments via Google Docs or through applications.

A chart of the middle and high school instructional program is listed below:

Core Courses	ILEARN@HOME
MS ELAR/ English I-IV	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
MS Math/ Algebra I, Algebra II, Geometry, Pre Cal	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
MS Social Studies/ World Geo, World History US History	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
Government and Economics	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
MS Science/ Biology, Chemistry, Physics	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
Forensic Science, Env, Systems, Astronomy	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
CTE Courses*	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons
AVID Courses	Period AB Block Schedule - Direction Instruction Mixed with Pre-Prepared lessons

A chart additional school instructional programs is listed below:

Elective Courses	ILEARN@HOME
PE, Health and Speech, JROTC	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring
Fine Arts Courses	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring

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Other Elective Courses and GT Courses	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring
Band, Orchestra, Choir, Dance, Art	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring
ESL/SPED Self Contained Classrooms	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring
Foreign Languages	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring
Computer Courses	Direction Instruction Mixed with Pre-Prepared lessons & daily progress Monitoring

Sample Middle and High School A/Block Schedules



RICARDO ESTRADA MIDDLE SCHOOL 2020-2021 A/B Bell Schedule

A	B	C
Screening 8:10-8:20 a.m.	Screening 8:10-8:20 a.m.	Screening 8:10-8:20 a.m.
BIC/Falcon Time 8:20-8:30 a.m.	BIC/Falcon Time 8:20-8:30 a.m.	BIC/Falcon Time 8:20-8:30 a.m.
1 st /5 th 8:30 – 10:00 a.m. <small>(10:00-10:15 Transition/Safety Protocol)</small>	1 st /5 th 8:30 – 10:00 a.m. <small>(10:00-10:15 Transition/Safety Protocol)</small>	1 st /5 th 8:30 – 10:00 a.m. <small>(10:00-10:15 Transition/Safety Protocol)</small>
2 nd /6 th 10:15–10:45p.m.	2 nd /6 th 10:15–11:15 p.m.	2 nd /6 th 10:15–11:45p.m.
LUNCH 10:45-11:15 p.m.	LUNCH 11:15-11:45 p.m.	LUNCH 11:45-12:15 p.m.
2 nd /6 th 11:15–12:15p.m. <small>(12:15-12:30 Transition/Safety Protocol)</small>	2 nd /6 th 11:45–12:15p.m. <small>(12:15-12:30 Transition/Safety Protocol)</small>	12:15-12:30 <small>Transition/Safety Protocol</small>
3 rd /7 th 12:30– 2:00 p.m. <small>(2:00-2:15 Transition/Safety Protocols)</small>	3 rd /7 th 12:30– 2:00 p.m. <small>(2:00-2:15 Transition/Safety Protocols)</small>	3 rd /7 th 12:30– 2:00 p.m. <small>(2:00-2:15 Transition/Safety Protocols)</small>
4 th /8 th 2:15-3:45 p.m.	4 th /8 th 2:15-3:45 p.m.	4 th /8 th 2:15-3:45 p.m.
Dismissal 3:45-3:50	Dismissal 3:45-3:50	Dismissal 3:45-3:50

- Classes: 90 minutes
- Lunch A, B and C: 30 minutes (15 minutes' safety protocols)
- BIC/Falcon Time- announcements, character education, academic activities, etc.: 10 minutes
- Screening/Cleaning between classes: 15 minutes



Mountain View High School

14964 Greg Drive • El Paso, TX 79938 • 915-926-5000 • Fax: 915-355-2503

Block Schedule 2020-2021

Period 1 st /5 th	8:30 a.m. - 10:00 a.m.
Nearpod Tran.	10:00 a.m. - 10:20 a.m.
Period 2 nd /6 th	10:20 a.m. - 11:50 a.m.
Nearpod Tran.	11:50 a.m. - 12:10 p.m.
Period 3 rd /7 th	12:10 p.m. - 2:15 p.m.
9th and 10th	Lunch 12:10-12:45
11th and 12th	Lunch 1:00-1:35
Nearpod Tran.	2:15 p.m. - 2:35 p.m.
Period 4 th /8 th	2:35 p.m. - 4:05 p.m.

Clint ISD Asynchronous Plan (071901)

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Teachers will use the G Suite Platform to contact students and ensure that assignments and activities are being sent to students. All teachers may use email, their phones, or the messaging apps in the G Suite to interact with students at any point. Teachers can use their personal cell or the internet to talk to students as needed. All teachers will provide their students with the communications avenues they can have with their students so that they can access their teachers directly. Hours for teacher/student calls will be published online. The following is groups showing the scheduling for students with their teachers and assignments.</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>Grades PK – 2 - 455 Minutes (Synchronous and Asynchronous Instruction) Students in PK-2 will be provided a schedule in which teachers are providing direct instruction to students in the core content areas as well as Social Emotional Learning (SEL) and Positive Behavior Interventions and Support (PBIS). Teachers will have a scheduled time to have direct instruction and may provide pre-created instructional lessons that they will monitor as students complete them on a self-paced timeline. Independent practice activities will also be assigned to students after face-to-face instruction.</p> <p>Non-core courses such as P.E. and Music, will have pre-prepared lessons and synchronous lessons that introduce the content to students and then teacher follow up sessions to ensure students have learned the curriculum. Students at this level will be given more flexibility in their learning due to their age and skill level.</p> <p>Grades 3-5 – 455 Minutes (Synchronous and Asynchronous Instruction) Students in Grades 3-5 will have a schedule, as well, in which teachers are providing direct instruction to students in the core content areas as well as Social Emotional Learning (SEL) and Positive Behavior Interventions and Support (PBIS). Teachers will have a scheduled time to have direct instruction and may provide pre-created instructional lessons that they will monitor as students complete them on a self-paced timeline. Independent practice activities will also be assigned to students after face-to-face instruction. The non-core courses will have pre-prepared lessons and synchronous lessons that introduce the content to students and then teacher follow up sessions to ensure students have learned the curriculum.</p> <p>Grades 6-12 – 450 Minutes (Synchronous and Asynchronous Instruction) Students will be on an AB Block schedule with 4 classes daily so that staff can have time to interact with them. The teachers will be providing direction instruction as well as self-paced activities and monitoring of activities. Core subject teachers will provide direct instruction as well as self-paced projects/lessons. All teachers will ensure that they check on students daily and that their 90-minute block has direct instruction and pre-prepared lessons for students to work at their own pace.</p>

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<p>What are the expectations for teacher/student interactions?</p>	<p>All teachers and instructional aides will be available during school hours for direct instruction and support for self-paced learning activities. Teachers will use their email, Google Voice accounts, and the G-Suite applications. Teachers will be monitoring students daily to ensure they are accessing their assignments; teachers will also be providing direct instruction to students at scheduled times every day. All teacher numbers and conference times will be posted on the campus websites so that everyone can have access to them. Parents and students may also use the District’s email to contact teachers when they have questions or need support.</p> <p>The campuses will conduct PLC meetings weekly to review any students who are not progressing. The Principals and Assistant Principals will work with their departments/grade level teams, which are assigned to each administrator, via PLC structures. At the secondary level, the administration will work with Department Chairs to ensure student instruction is following the pacing guides from TRS and identify any students who have not been working. The administration and counselors will contact all parents of students in need of support at all levels.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>All students who receive either Special Education, EL support or both will have support from their teachers, co-taught facilitators, and instructional aides per the respective programs. Teachers and support staff will provide direct instruction and projects or pre-created lessons to all students. The Instructional Coordinators for both the Special Education and Bilingual Departments conduct yearlong training and network meetings to support teachers. These meetings will continue using virtual learning tools. All teachers can access their student modifications and IEP’s through the ESPED/Frontline programs.</p> <p>Special Education Support</p> <p>The Special Education Co-Taught Teachers will provide synchronous and asynchronous instruction in conjunction with general education teachers following their IEP’s. Each students’ IEP will be reviewed to ensure staff are supporting students daily as scheduled on their IEP. The SPED case manager and the Department Chairs will review each student’s progress through their PLC’s. Students in specialized special education units will have projects created to support student learning. All projects will be reviewed by their administrator at the campus PLC’s. The campus teachers will also have support from the Special Education Coordinators who may provide ideas for lessons, accommodation of assignment/assessments, and implementation of computer applications/programs.</p> <p>ARD’s will be scheduled to ensure that any updates to IEP’s or scheduling pages are completed as soon as possible to align with the I-LEARN@HOME program. Students’ documented designated supports will be provided to their teachers to accommodate direct instruction and pre-prepared activities. Additional supports may be put in place to assist students with their instructional programs. Case managers will be responsible to monitor progress and may call for an ARD meeting at any time. The campus administration will also monitor that all students are receiving their designated supports and will meet with the case managers to review student progress. Walkthroughs by the campus administration will also check to ensure that teachers are meeting all IEP requirements.</p> <p>Related Services</p> <p>Students in the Special Education program will receive related services as per their IEP’s. Speech services may be held virtually as well as Special Education counseling services. The Special Education Director has developed a plan for staff to service students that encompasses remote services and at campus services.</p> <p>Bilingual/ESL/ELL Support</p> <p>ELL students will continue to receive support with the ELPS and the Seidlitz Sheltered instruction program. All documentation for supports for these student groups will be reviewed by the campus administration. Furthermore, the LPAC committees will review the placements and program as needed. The campus administration will ensure that Bilingual, ESL and ELL support classes use the approved district strategies</p>

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to support this student population. These strategies include: **Visuals, audio to support lessons, self-paced activities, vocabulary, checks for understanding, virtual hands on manipulatives, differentiation, prescriptive learning, goal setting, language supports & intervention activities.**

The Clint ISD Bilingual Department will be implementing the Dual Language program at all elementary campuses. The One-Way Dual Language program in the Clint Independent School District is geared for Pre-Kinder through Fifth-grade native-Spanish speaking students. The program will provide instruction in both English and Spanish to English Language Learners utilizing a 50/50 model. Professional Development will be ongoing as well as teachers will be provided resources in both languages to ensure all students can benefit from this model. Bilingual teachers will have direct instruction components within the I-LEARN@HOME plan as well as prepared lessons, which will both follow the 50/50 One-Way Dual Language Model.

Secondary Campuses will provide ESL instruction to support our English Learners. Our sixth-grade students will have an ELAR course supported with an ESL language acquisition course. Seventh and eighth grade students may receive the same instruction format as sixth grade however new this year for 7th and 8th grade is the ELLA course, which our students can participate in as well. Therefore, students participating in ELLA will receive the ELAR instruction and embedded within the course will be the language acquisition supports to continue nourishing the first language while nurturing the second language.

For our High School English Learner students, we will offer the ESOL I and II course along with the opportunity to also be in an ELDA course. The ELDA course will be used to support our students with minimal language acquisition and is intended to help students develop the second language while validating the student’s native language. The teachers in these courses will provide direct instruction as well as pre-prepared projects and lessons. Daily monitoring will occur between the direct instruction and pre-prepared projects/activities to ensure students are on pace with the curriculum. All teachers will participate in their weekly PLC meetings to plan and review student instructional needs and progress. The campus teacher will also have support from the Bilingual/ESL Coordinators who will assist teachers with pre-planning, crafting lessons with embedded language supports, modifying assessments, and implementing computer applications/programs.

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Materials Design

Clint ISD is a 1:1 District as well as has over 3,500 Wi-Fi hotspots. This allows us to ensure all students have access to teachers who can provide them direct instruction. The District also has installed a robust digital equipment package in in classroom. This array includes an interactive media panel, smart computer, microphones, cameras and recording software, which the District has named – the ILEARN Program. This program, coupled with the G Suite applications allows us to have students synced with our student data system, Skwyard. This access allows teachers to connect with Google Meets, Google Classrooms, and Google Docs. The G Suite and our equipment will also allow teachers to pre-record or record lessons for asynchronous learning activities.

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The Clint Independent School District utilizes the TEKS Resource System as the curriculum map for teachers. The TRS system has documents, which assist teachers with designing their lessons and understanding the content for each grade level, content subject, or elective course. The teachers will use the Vertical Alignment Document (VAD) to ensure that they are teaching content that aligns with the grade levels above and below them. They will use the Year at a Glance (YAG) to help them understand the full scope of their content. They will also use the Instructional Focus Document (IFD) to review specific information on each TEK.

Pacing Guides

The Curriculum and Instruction Department Coordinators have created pacing guides to assist teachers with ensuring that the content is taught in an orderly manner. Teachers at all levels will review their pacing guides when they creating both their direct instructional activities and their project based assignments. The campus administration will conduct weekly PLC's with all grade levels and content areas to review lesson planning and the alignment to the pacing guides. All elementary and secondary students will test in April and May, and teachers must ensure that the students have learned the material. The STAAR test will require students to have learned all of the content that is on the assessment blueprints so teachers must be following pacing guides, YAGS, TRS, and directly instructing students. Teachers will need to plan their lessons with the district pacing tools so that they ensure all required curriculum is met. Likewise, secondary teachers will ensure they use the TRS tools to ensure all students are taught the curriculum, prepared for the December administrations of the STAAR exams. All pacing guides are posted online for staff to review. Pacing guides are updated regularly so that staff can ensure that any changes to the TRS system are incorporated on the guides.

Intervention Programs

Staff will provide all intervention services to students at all levels. The elementary schools have dedicated teachers who provide services to identified students as part of a pull-out program. Middle and high school students have scheduled classes for interventions identified students. Students at all levels use the direct instruction with software programs and all students will be served during the asynchronous plan's duration.

Dyslexia Services

Staff will provide all Dyslexia services to students at all levels. The elementary schools have 3 dedicated teachers who provide services to identified students as part of a pull out program. Middle and high school students have scheduled classes for Dyslexia identified students. Dyslexia students at all levels use the Language/Esperanza program and all students will be served during the asynchronous plan's duration.

Gifted and Talented

Staff will provide all GT services to students at all levels. The elementary' s have 3 dedicated teachers who provide services to identified students as part of a pull out program, middle and high school students have scheduled classes for GT identified students. GT students at all levels complete standards based projects as part of the program and all students will be served during the asynchronous plan's duration.

Dual Credit and OnRamps Courses

Dual Credit teachers will follow the syllabus. All dual credit classes, including the Early College, will be online. Students will complete all assignments through BlackBoard for EPCC and OnRamps can be completed through Google Docs. If possible, dual credit students may need to be issued mobile hotspots first. EPCC has already informed us that all courses are going to be completed online.

AP and Pre-Ap Courses

All AP teachers will complete the AP Course Audit, and follow classroom resources, progress checks and modules found in the AP Classroom and the CollegeBoard website. All course resources can be found online at the College Board's website. Teachers will also utilize the digital platforms to gather assignments via Google Docs/Classroom.

Co-Taught/Resource Courses

Clint ISD has the inclusion program for most of our students who receive Special Education Services. The Co-Taught teachers and aides are logging in daily through Google Meet to support students in their classes. Each teacher will use the materials for the Co-Taught setting that have been modified for each student per their IEP. All materials are available online for students in the co-taught setting. Resource instructional settings have the same supports with the teachers and aides modifying all instructional resources and the staff supporting students through Google Meets as per the students' schedule.

EL Supports

Clint ISD uses the Dual Language model for elementary instruction and all students receive instruction in both languages 50/50. Middle School and High School courses have an ESL support period in which language development is stressed with resources, which include Imagine Learning and English 3-D. Middle school and high schools offer the ELLA and ELDA courses, which merge the language acquisition programs with ELAR.

Instructional Resources

Clint ISD has transitioned the majority of its resources to an online format. All students have devices, Internet and logins to the online textbook subscriptions. District wide software is also provided for teachers and students to integrate into direct instruction and pre-prepared lessons. The District is a G Suite District and also has a district license for Nearpod. The district also purchases Read Write software for our ELL and Special Education students to use online tools that will assist them with visuals, definitions, examples and pronunciations. The following charts show the resources that teachers will use to create lesson and provide instruction to students that are throughout the district. Each individual campus also has additional resources that meet the needs of a particular campus.

The charts provide an overview of the resources that all campuses have, each campus has additional resources to supplement these.

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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?
All Core Content	PK-12	<p>TEKS Resource System and District Created Pacing Guides</p> <p>District Level software: GSuite, Nearpod, SeeSaw, Screencastify</p> <p>I-LEARN Equipment & Lesson Recording Features</p> <p>Dyslexia-LANGUAGE Program (E) Esperanza Program (S)</p>	<p>All teachers have students login to G Suite Daily and monitor student asynchronous instruction</p> <p>3 Week Common Assessments,</p> <p>6 Week Common Assessments</p> <p>9 Week Common Assessments</p> <p>Common Assessments are provided in Spanish as needed at the elementary level.</p>	Yes	<p>TEKS based instruction where teachers modify the TRS pacing guides to support the IEP's of students and the modification or coursework as needed. Clint ISD has a Co-Taught Program for all grade levels. All students use the same materials that the general education students use that has been modified per their IEP's. All students have devices: Chromebooks and Hotspots as needed. Aides and co-taught teachers support students daily through their daily schedules. These staff members login to the G Suite Meeting and assist students.</p> <p>Clint ISD has a Resource Program for all levels. All students use the same materials that the general education students use that has been modified per their IEP's. All students have devices: Chromebooks and Hotspots as needed. Aides and resources teachers support students daily through their daily schedules.</p> <p>Google Read/Write Software is available for all students with the following online tools:</p> <ul style="list-style-type: none"> • Text-to-speech • Picture Dictionary • Regular Dictionary • Bilingual Dictionary • Organizational Tools (Graphic Organizers) • Word Prediction 	<p>All teachers adapt lessons for EL students at various levels:</p> <p>Elementary – Bilingual 50/50 Model with all materials in English and Spanish</p> <p>Middle School – Seidlitz Sheltered Instruction in which all teachers implement sheltered instruction</p> <p>High School – Seidlitz Sheltered Instruction in which all teachers implement sheltered instruction</p> <p>Google Read/Write Software is available for all students with the following online tools:</p> <ul style="list-style-type: none"> • Text-to-speech • Picture Dictionary • Regular Dictionary • Bilingual Dictionary • Organizational Tools (Graphic Organizers) • Word Prediction • Speech-to-text <p>Specific program materials as listed below in the content areas below.</p>

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					<ul style="list-style-type: none"> • Speech-to-text <p>Specific program materials as listed below in the content areas below.</p>	
<p>Early Childhood Instructional Materials</p>	<p>PREK</p>	<p>STEMSCOPES Early Explorer, Frog Street, Waterford, Scholastic Leveled Library</p>	<p>All teachers have students login to G Suite Daily and monitor student asynchronous instruction</p> <p>3 Week Common Assessments,</p> <p>6 Week Common Assessments</p> <p>9 Week Common Assessments</p>	<p>Alignment through the TEKS Resource System</p> <p>District Created Pacing Guides</p>	<p>In addition to the resources that are available to all students, students receiving special education services Asynchronously obtain instructional material through N2Y total solutions which includes access to the following programs:</p> <ul style="list-style-type: none"> • Unique Learning System-lessons and activities geared towards Math. Accommodated ready to use lessons that are standards-aligned content for ELA, Math, Social Studies, Science and Transition • Positivity- activities and strategies that enhance classroom management and promote positive behaviors • News-2-you - Current world and sports news available with simplified terms and connected activities linked to the readings. Every month there is new updates and covers all content areas. • L3 Skills- Allows students to connect to engaging games that provides skills and confidence to successfully apply their learning and reach their own level of potential/ability. All content areas are covered. <p>Development Skills, Structured Learning Environment, and Academic Skills Classes use these online programs daily.</p>	<p>Elementary – Bilingual 50/50 Model all resources are provided in English and Spanish.</p> <p>CLI Engage/MAP Assessments for ELAR, Math and Science</p> <p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p>

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<p>Elementary Math Instructional Materials</p>	<p>K-5th grade</p>	<p>SAVVAS Math-student consumable & online resources (English./Spanish), Kim Sutton Math Stations (K-3), Dreambox</p>	<p><u>All Levels:</u></p> <p>All teachers have students login to G Suite Daily and monitor student asynchronous instruction</p> <p>3 Week Common Assessments,</p> <p>6 Week Common Assessments</p> <p>9 Week Common Assessments</p>	<p>Alignment through the TEKS Resource System</p> <p>District Created Pacing Guides</p>	<p>In addition to the resources that are available to all students, students receiving special education services Asynchronously obtain instructional material through N2Y total solutions which includes access to the following programs:</p> <ul style="list-style-type: none"> • Unique Learning System-lessons and activities geared towards Math. Accommodated ready to use lessons that are standards-aligned content for ELA, Math, Social Studies, Science and Transition • Positivity- activities and strategies that enhance classroom management and promote positive behaviors • News-2-you - Current world and sports news available with simplified terms and connected activities linked to the readings. Every month there is new updates and covers all content areas. • L3 Skills- Allows students to connect to engaging games that provides skills and confidence to successfully apply their learning and reach their own level of potential/ability. All content areas are covered. <p>In situations where students that are not able to interact with digital learning, special education teachers provide paper packet learning material from N2Y solution programs. Teachers provide individualized support when needed. Paper packets cover all content areas, life skills, and transition.</p> <p>Development Skills, Structured Learning Environment, and Academic Skills Classes use these online programs daily.</p>	<p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p> <p>All Elementary Math, ELAR, Science and Social Studies have materials in both English and Spanish as part of the District’s Dual Language Program to include:</p> <ul style="list-style-type: none"> • SAVAAS Math, • HMH Into Reading, • SAVAAS Interactive Science, • SAVAAS My World Social Studies. <p>MAP Assessments for ELAR, Math and Science are provided in Spanish</p>
<p>Middle School Math Instructional Materials</p>	<p>Grades 6-8</p>	<p>McGraw Hill – online and consumable resources, Dreambox</p>				
<p>High School Math Instructional Materials</p>	<p>Grades 9-12</p>	<p>SAVVAS Math-student consumable & online resources, Laying the Foundation</p>				

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<p>Elementary ELA Instructional Materials</p>	<p>K-5th grade</p>	<p>HMH Into Reading (English/Spanish), Scholastic Leveled Library, TCM Digital Readers, mClass Amplify, System 44, Read 180</p>	<p><u>All Levels:</u> All teachers have students login to G Suite Daily and monitor student asynchronous instruction 3 Week Common Assessments, 6 Week Common Assessments 9 Week Common Assessments</p>	<p>Alignment through the TEKS Resource System District Created Pacing Guides</p>	<p>In addition to the resources that are available to all students, students receiving special education services Asynchronously obtain instructional material through N2Y total solutions which includes access to the following programs:</p> <ul style="list-style-type: none"> • Unique Learning System-lessons and activities geared towards ELA. Accommodated ready to use lessons that are standards-aligned content for ELA, Math, Social Studies, Science and Transition • Positivity- activities and strategies that enhance classroom management and promote positive behaviors • News-2-you - Current world and sports news available with simplified terms and connected activities linked to the readings. Every month there is new updates and covers all content areas. • L3 Skills- Allows students to connect to engaging games that provides skills and confidence to successfully apply their learning and reach their own level of potential/ability. All content areas are covered. 	<p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p> <p>All Elementary Math, ELAR, Science and Social Studies have materials in both English and Spanish as part of the District’s Dual Language Program to include:</p> <ul style="list-style-type: none"> • SAVAAS Math, • HMH Into Reading, • SAVAAS Interactive Science, • SAVAAS My World Social Studies • Estrellita/Escalera is used at the elementary level as well. <p>MAP Assessments for ELAR, Math and Science are provided in Spanish</p>
<p>Middle School ELA Instructional Materials</p>	<p>Grades 6-8</p>	<p>SAVVAS My Perspective online and consumable text, Abydos Literacy Program, English 3-D ESL Support</p>			<p>In situations where students that are not able to interact with digital learning, special education teachers provide paper packet learning material from N2Y solution programs. Teachers provide individualized support when needed. Paper packets cover all content areas, life skills, and transition.</p>	<p>Secondary Campuses utilize the ELLA, ELDA, ESOL, and ESL courses to support ELL students. These courses use the state adopted textbook and English-3D.</p>
<p>High ELA Instructional Materials</p>	<p>Grades 9-12</p>	<p>McGraw Hill online and consumable text, Abydos Literacy Program, English 3-D ESL Support</p>				<p><i>Imagine Learning</i> is utilized at the Elementary and Middle School Levels for all EL students.</p>

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<p>Elementary Science Instructional Materials</p>	<p>K-5th grade</p>	<p>SAVVAS Interactive Science- student consumable & online resources (English/Spanish), STEMscopes Science, Phet Simulations, CK-12 grades 3-5</p>	<p><u>All Levels:</u> All teachers have students login to G Suite Daily and monitor student asynchronous instruction 3 Week Common Assessments, 6 Week Common Assessments 9 Week Common Assessments</p>	<p>Alignment through the TEKS Resource System District Created Pacing Guides</p>	<p>In addition to the resources that are available to all students, students receiving special education services Asynchronously obtain instructional material through N2Y total solutions which includes access to the following programs:</p> <ul style="list-style-type: none"> • Unique Learning System-lessons and activities geared towards Science. Accommodated ready to use lessons that are standards-aligned content for ELA, Math, Social Studies, Science and Transition • Positivity- activities and strategies that enhance classroom management and promote positive behaviors • News-2-you - Current world and sports news available with simplified terms and connected activities linked to the readings. Every month there is new updates and covers all content areas. • L3 Skills- Allows students to connect to engaging games that provides skills and confidence to successfully apply their learning and reach their own level of potential/ability. All content areas are covered. <p>In situations where students that are not able to interact with digital learning, special education teachers provide paper packet learning material from N2Y solution programs. Teachers provide individualized support when needed. Paper packets cover all content areas, life skills, and transition.</p>	<p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p> <p>All Elementary Math, ELAR, Science and Social Studies have materials in both English and Spanish as part of the District’s Dual Language Program to include:</p> <ul style="list-style-type: none"> • SAVAAS Math, • HMH Into Reading, • SAVAAS Interactive Science, • SAVAAS My World Social Studies <p>MAP Assessments for ELAR, Math and Science</p>
<p>Middle School Science Instructional Materials</p>	<p>Grades 6-8</p>	<p>Houghton Mifflin Harcourt online text and consumables, STEMscopes Science</p>				
<p>High School Science Instructional Materials</p>	<p>Grades 9-12</p>	<p>McGraw Hill online text and consumables, STEMscopes Science</p>				<p>English 3-D and Imagine Learning are used to assist secondary students with reading strategies that will be used in Science and Social Studies classrooms.</p>

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<p>Elementary Social Studies Instructional Materials</p>	<p>K-5th grade</p>	<p>Studies Weekly, SAVVAS My World Social Studies</p>	<p><u>All Levels:</u> All teachers have students login to G Suite Daily and monitor student asynchronous instruction</p>	<p>Alignment through the TEKS Resource System</p> <p>District Created Pacing Guides</p>	<p>In addition to the resources that are available to all students, students receiving special education services Asynchronously obtain instructional material through N2Y total solutions which includes access to the following programs:</p> <ul style="list-style-type: none"> • Unique Learning System-lessons and activities geared towards Social Studies. Accommodated ready to use lessons that are standards-aligned content for ELA, Math, Social Studies, Science and Transition • Positivity- activities and strategies that enhance classroom management and promote positive behaviors • News-2-you - Current world and sports news available with simplified terms and connected activities linked to the readings. Every month there is new updates and covers all content areas. • L3 Skills- Allows students to connect to engaging games that provides skills and confidence to successfully apply their learning and reach their own level of potential/ability. All content areas are covered. <p>In situations where students that are not able to interact with digital learning, special education teachers provide paper packet learning material from N2Y solution programs. Teachers provide individualized support when needed. Paper packets cover all content areas, life skills, and transition.</p>	<p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p> <p>All Elementary Math, ELAR, Science and Social Studies have materials in both English and Spanish as part of the District’s Dual Language Program to include:</p> <ul style="list-style-type: none"> • SAVAAS Math, • HMH Into Reading, • SAVAAS Interactive Science, • SAVAAS My World Social Studies <p>English 3-D and Imagine Learning are used to assist secondary students with reading strategies that will be used in Science and Social Studies classrooms.</p>
<p>Middle School Social Studies Instructional Materials</p>	<p>Grades 6-8</p>	<p>Houghton Mifflin Harcourt online text and consumables,</p>	<p>3 Week Common Assessments,</p> <p>6 Week Common Assessments</p> <p>9 Week Common Assessments</p>			
<p>High School Social Studies Instructional Materials</p>	<p>Grades 9-12</p>	<p>McGraw Hill online text and consumables</p>				

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<p>Electives</p>	<p>Grades 9-12</p>	<p>CCR Readiness SAVVAS Learning, CTE Courses – SAVVAS Learning, Foreign Languages – McGraw Hill, AVID Curriculum</p>	<p>All teachers have students login to G Suite Daily and monitor student asynchronous instruction</p> <p>3 Week Common Assessments,</p> <p>6 Week Common Assessments</p> <p>9 Week Common Assessments</p>	<p>District Created Pacing Guides</p>	<p>CTE based instruction where teachers modify the CTE pacing guides to support the IEP's of students and the modification or coursework as needed. All teachers work with students to ensure their IEP Modifications are being implemented.</p>	<p>All EL students are provided: Visuals, audio to support lessons, self-paced activities, vocabulary, and checks for understanding, and virtual hands on manipulatives, prescriptive learning, goal setting, language supports & intervention activities.</p>
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>All content areas have pacing guides that are developed by the District that align with the TRS system. During the July professional development week, teachers were shown how to utilize their online equipment that was installed in their classrooms to create engaging instructional activities.</p> <p>Clint ISD teachers will be in their classrooms using the Google Suite (G Suite) applications to broadcast direct instructional activities to students. The equipment in Clint ISD classrooms will allow our teachers to provide scheduled direct instruction to students as well as provide them pre-created materials. Teachers will utilize G Suite apps to send projects and pre-recorded lessons to students and monitor the completion of activities. Students at all levels will use a direct instruction model that will be supplemented by asynchronous lessons that will be provided to all students. Two days of the July professional development week were allocated to teachers to plan lessons and use the equipment. These planning days started with PLC's in which the campus administration met with content levels/grade levels to review the instructional plan and ensure that teachers were developing plans that included both direct instruction and pre-prepared lessons (asynchronous learning) daily. Each week the PLC's have been following up to ensure that both direct instruction and pre-prepared lessons are occurring.</p> <p>To ensure that the pacing guides are being followed and that students are learning the content, teachers are conducting formal and informal assessments. All teachers are using apps such as NearPod to gauge student learning. Furthermore, teachers are using Google classroom apps to engage learners. The G Suite and the I-LEARN equipment will allow teachers to record their lessons and send them to students. This format will help keep student on pace with the coursework. Teachers contact students and parents to ensure that activities are completed.</p>

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	<p>The Curriculum Coaches are working directly with teachers to ensure they are on pace with the pacing guides and offering training on how to incorporate both direct instruction and pre-prepared lessons (asynchronous learning). Teachers are also being supported by content coordinators who are meeting with the PLC groups and providing support on how to integrate the technology into both direct instruction and pre-prepared lessons (asynchronous learning). The campus administration also participates in the weekly PLC meetings.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Special Education</p> <p>The Special Education Co-Taught Teachers will provide synchronous and asynchronous instruction in conjunction with general education teachers following their IEP's. Each students' IEP will be reviewed to ensure staff are supporting students daily as scheduled on their IEP. The SPED case manager and the Department Chairs will review each student's progress through their PLC's. Students in specialized classrooms will have projects created to support student learning. Clint ISD uses the Google Meet application of G Suite and students with the appropriate cognitive levels will log in with their teacher. Projects will be created for students whom cannot access the online system due to their cognitive abilities, but all parents will be provide the option to log into the classroom with their child.</p> <p>All projects will be reviewed by their administrator at the campus PLC's. The campus teachers will also have support from the Special Education Coordinators who may provide ideas for lessons, accommodation of assignment/assessments, and implementation of computer applications/programs. Any students/parents who need help will be encouraged to schedule a conference with their teachers or schedule ARD's for changes in a student's instructional program.</p> <p>ARD's will be scheduled to ensure that any updates to IEP's or scheduling pages are completed as soon as possible to align with the I-LEARN@HOME program. Students' documented designated supports will be provided to their teachers to accommodate direct instruction and pre-prepared activities. Additional supports may be put in place to assist students with their instructional programs. Case managers will be responsible to monitor progress and may call for an ARD meeting at any time. The campus administration will also monitor that all students are receiving their designated supports and will meet with the case managers to review student progress. Walkthroughs by the campus administration will also check to ensure that teachers are meeting all IEP requirements.</p> <p>EL Support</p> <p>The Clint ISD Bilingual Department will be implementing the Dual Language program at all elementary campuses. The One-Way Dual Language program in the Clint Independent School District is geared for Pre-Kinder through Fifth-grade native-Spanish speaking students. The program will provide instruction in both English and Spanish to English Language Learners utilizing a 50/50 model. Professional Development will be ongoing as well as teachers will be provided resources in both languages to ensure all students can benefit from this model. Bilingual teachers will have direct instruction components within the I-LEARN@HOME plan as well as pre-pared lessons, which will both follow the 50/50 One-Way Dual Language Model.</p> <p>Secondary Campuses will provide ESL instruction to support our English Learners. Our sixth-grade students will have an ELAR course supported with an ESL language acquisition course. Seventh and eighth grade students may receive the same instruction format as sixth grade however new this year for 7th and 8th grade is the ELLA course, which our students can participate in as well. Therefore, students</p>

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	<p>participating in ELLA courses will receive the ELAR instruction and embedded within the course will be the language acquisition supports to continue nourishing the first language while nurturing the second language.</p> <p>For our High School English Learner students, we will offer the ESOL I and II course along with the opportunity to also be in an ELDA course. The ELDA course will be used to support our students with minimal language acquisition and is intended to help students develop the second language while validating the student’s native language. The teachers in these courses will provide direct instruction as well as pre-prepared projects and lessons. Daily monitoring will occur between the direct instruction and pre-prepared projects/activities to ensure students are on pace with the curriculum. All teachers will participate in their weekly PLC meetings to plan and review student instructional needs and progress. The campus teacher will also have support from the Bilingual/ESL Coordinators who will assist teachers with pre-planning, crafting lessons with embedded language supports, modifying assessments, and implementing computer applications/programs.</p>
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Key Requirement Student Progress: Describe (or attach a description of) how you are tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>GSuite</p> <p>Clint ISD teachers will be in their classrooms using the Google Suite (G Suite) applications to broadcast direct instructional activities to students daily. The equipment in Clint ISD classrooms will allow our teachers to provide scheduled direct instruction to students as well as provide them pre-created materials. Teachers will utilize G Suite apps to send projects and pre-recorded lessons to students and monitor the completion of activities. Students at all levels will use a direct instruction model that will be supplemented by asynchronous lessons that will be provided to all students.</p> <p>Teachers will use the G Suite Platform to contact students and ensure that assignments and activities are being presented to students daily. All classes have a published schedule of class times that students will be expected to connect with their teachers in Google Meets. At the secondary level, all A/B block classes will have a direct instructional time based on each class period.</p> <p>All teachers may use email, their phones, or the messaging apps in the G Suite to interact with students at any point. Teachers can use their personal cell or the internet to talk to students as needed. All teachers will provide their students with the communications avenues they can have with their students so that they can access their teachers directly. Hours for teacher/student calls will be published online. Each campus has made staff available at different hours to accommodate parents who may have questions after the regular school day.</p>

What is the system for tracking daily student engagement?

Learning Management Tracking

Clint ISD uses the Skyward Student Management System to record student attendance, grades and discipline information. The system has been configured to monitor student attendance as well as student engagement/progression with asynchronous assignments and learning activities. Attendance will be taken at 10:00 a.m. for all elementary campuses, second period for the secondary, and there is an alternative attendance time for the Clint ISD Early College Academy.

The Skyward System will be configured to take attendance and monitor student engagement. The system has an attendance section which teachers can daily record if they had a digital face-to-face session with the teacher. That section will be labeled – for students who are @HOME. Elementary teachers will meet with all students daily and should record and the appropriate code in the system during the attendance period. Middle and High School teachers who will meet with their class periods will record and the same coding for all digital face-to-face sessions with students.

Clint ISD also uses the G Suite program to engage students instructionally. Students who are working on an asynchronous activity and have a daily check in or monitoring session through email or a google document process, phone call, or media conference will have their attendance changed for the day. If teachers have, assignments or projects submitted to them in the following formats, after 5:00. Teachers will submit an interaction form for each student who interacts with teachers after their schedule period after the fact. Students may submit work to their teachers, in the approved formats, through 12:00 midnight of the day it was due. Teachers will have the next day to update absences with the clerks.

The District will allow the following formats to count as an appropriate learning interaction for the day.

- Google Document - Completed Activity
- G Suite Application – Completed Activity
- Nearpod or other quiz software – Completed Activity
- Email of a completed assignment
- Digital Conference Interaction – Teacher should document the meeting
- Email Question and Answer with assignment submission
- Video Submission – Student project
- BlackBoard assignment (Dual Credit)
- District assigned software platform such as Dreambox, Courseware, and Odysseyware.

Grades that are entered in the gradebook must reflect the interaction that was conducted listed above. If a teacher enters a grade from an asynchronous assignment, the grade will be entered in the gradebook; they must complete and submit a form. Teachers must ensure that the interaction is connected to the assignments and content for that day’s instruction. An interaction only counts for one day of instruction. Teachers may not submit a change for more than one individual day. Students will be encouraged to be in attendance, with their teachers, during the direct instruction scheduled times, but if other reasons arise, students may view post recorded and pre-prepared activities and submit them. The campus administration will review all interaction forms weekly and contact any students who

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are not in routinely in attendance as outline above. All teachers will be trained on how to record attendance and complete the interaction form. The form is attached below:



iLEARN@Home Attendance Adjustment Form

Teachers use this form when a student has been marked absent for the day or period, but has made contact with you and progress throughout the day to meet attendance. Student must engage in approved interaction within the same day.

Complete the Form below, and send to your Campus Registrar.
Cc: Your Campus Admin Team.

Teacher's Name:	<input type="text"/>
Subject/Period: (Secondary) or Section: (Elementary)	<input type="text"/>
Date & Time of Student/Teacher Interaction:	<input type="text"/>
Student Name and ID:	<input type="text"/>
Type of Teacher Student Interaction: <input type="checkbox"/> Email Lesson Support <input type="checkbox"/> Phone Call Support <input type="checkbox"/> Face to Face Support <input type="checkbox"/> Virtual Meeting Support Describe here: <input type="text"/>	Completed and Turned in Assignment: <input type="checkbox"/> Submitted via Email <input type="checkbox"/> Submitted via Other Online Tool or Describe here: <input type="text"/>

How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?

Students will be receiving grades regularly throughout the grading period at all levels. The grading policy was updated to reflect two categories in which student grades will be calculated. Remote learning during the Spring of 2020 had progress grades and was a straight average. The current policy reflects grading categories with weights as in previous years. Teachers must report grades weekly for students and they must be entered in the Skyward gradebook. Parents can access student grades at any time, through the Skyward Parent Portal.

Students will have grades issued for daily work, projects, homework, group work, and other daily class activities. They will also have grades issued in the assessment category, which includes quizzes, tests, short answer essays, overall project grades, and other exams. The following chart shows the percentages and the number of grades teachers must have for each student during the grading period:

Daily Work Projects Homework (80 percent)	Assessments (20 percent)	Total Grades Per Nine Weeks
Minimum two per week	Minimum one every two weeks	Minimum 22 grades

What is the system for tracking student academic progress?

Ongoing Assessments

Clint ISD will have several assessments that are provide to students at the beginning, middle and end of the year. Clint ISD will be implementing the NWEA MAP program beginning in the Fall of 2020 for grades K – 10 in ELAR, Math and Science. The MAP program will provide data on student baseline levels, middle of year growth, and end of year attainment. To ensure student gaps in instruction are minimized, the students’ data can be used to correlate to other student assessments in two ways: the correlation indicators to SAT and ACT and the alignment studies to the Texas STAAR assessment. As campuses become more proficient at using and understanding MAP assessments and reports, the instructional teams will find nuances applying to their campus that will lead to developing cut-scores for the Meets and Masters Levels on STAAR. Furthermore, Clint ISD will use Dreambox for math grades K-8, mClass Amplify for reading in grades K-5, and CLI Engage for PK to progress monitor. Other assessments will be given at different times to gather the appropriate data. This data will be reviewed to adjust intervention plans and instruction.

Formative Assessments

To ensure all students are progressing with learning the content, teacher will administer formative assessments in their classrooms. At all levels, the Curriculum and Instruction Department will provide teachers with a question bank of questions that can be used as checking for understanding tools. The questions will align to the units on our District pacing guides and are also aligned to the TEKS and the TRS system. Teachers will also use the Fundamental Five – Writing Critically and Lesson Frame, which includes closing the lesson to gather student content knowledge attainment. Teachers will use a variety of tools to assess students daily, and weekly. Performance assessments that are aligned with the TRS pacing guides will also be used to assess knowledge.

Elementary and secondary teachers may both use a combination of written and instructional application to check for student understanding. All teachers can utilize the tools in G Suite as well as NEARPOD to assess students’ knowledge of content. The teachers will be trained on using these tools to gather formative assessment data. The gradebook requirement for the school year is that twenty percent of the student’s grade must be an assessment grade.

District Benchmarks

Students will be administered checkpoint assessments at the end of each nine-week grading period that will be created from the district’s pacing guides. These checkpoints will allow teachers to review their students’ data in their PLC’s and align instruction. Teachers will have data dialogues with their administration to review growth patterns; campus administration will provide professional development support for any teachers whose benchmark scores do not show improvement. Benchmark data will also be used to determine SLO progress and T-TESS growth.

Support for At-Risk Students

The District has intersessional intervention times scheduled in October and March to support students who need extra instructional supports. The data from the district benchmarks will be used to assist teachers in re-teaching content and identifying students who

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	<p>need interventions. Students who have been learning at home will be reviewed by the campus administration each grading period. Additional support for students who have failed a course or need assistance will be assigned. All students will have direct instruction as their primary mode of learning in the core content areas, supported by asynchronous environments. This will allow teachers to keep an instructional focus on students and scaffold supports for students. The campus RTI Team will monitor students who need interventions, especially special populations to make sure that they are provided, not only at the intersessions, but also throughout the year.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are required to interact with students daily through the following methods:</p> <ul style="list-style-type: none"> • Direct instructional activity through Google Meets • Google Document - Completed Activity • Other G Suite Application – Completed Activity • Nearpod or other quiz software – Completed Activity • Email of a completed assignment • Digital Conference Interaction – Teacher should document the meeting • Email Question and Answer with assignment submission • Video Submission – Student project • BlackBoard assignment (Dual Credit) • District assigned software platform such as Dreambox, Courseware, and Odysseyware. <p>Any student who has not participated after two days’ time will be reported to the administration for follow up who will then contact the parent and conduct a phone or Google Meeting. In addition, in the weekly PLC meetings, teachers will also let the campus administration know of students who are not participating. As with Remote learning in the Spring, we will utilize our SRO officers to assist campus administration with home visits to students who are not completing their work. Teachers will also contact parents through phone calls or email to check on their students.</p> <p>Teachers will ensure that grades are entered in the Skyward System to reflect timely feedback as outlined in district policy. Parents have a login to the Skyward Parent Portal and can review grades at any time and can contact parents during their conference of published times. <i>Progress Reports</i> will be available every three weeks in the Parent Portal and the campus administration will use BlackBoard or social media to remind parents that they can access reports in the Skyward system. Attendance will also be monitored to ensure that students are engaged in learning and followed up by the administration.</p> <p>Nine Week assessments will be administered and <i>Report Cards</i> will be issued at the nine weeks. Parents will be able to access these in the Parent Portal as well. Special Education Case managers will ensure that all IEP progress reports are issued to parents as well during the scheduled timelines. Beginning, Middle And End of Year assessments will be administered to most grade levels, which will also be shared with parents. Small group intervention, Tutoring and Intersession support will be provided to all students who are showing lack of progress.</p>

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

July Professional Development Schedule



2020-2021 Fall I-LEARN@Home Training Planning

Tuesday, July 21, 2020	Wednesday, July 22, 2020	Thursday, July 23, 2020	Friday, July 24, 2020
District Training Day	District Training Day	District/Campus Training Day PLC/Planning & Equipment Practice time for Teachers	District/Campus Training Day PLC/Planning & Equipment Practice time for Teachers
<p><u>8:00am - 8:30am</u> Dr. Martinez - Clint ISD Welcome Back Video</p> <p><u>8:30am - 9:50am</u> Campus Leadership Overview of iLearn@Home</p> <ul style="list-style-type: none"> - Schedules - Attendance - Grading - Asynchronous Learning <p>Training Teams Nearpod: iLearn@Home Rules and Expectations</p> <p><u>9:50am - 10:00am</u> Break</p> <p><u>10:00am - 11:00am</u> Google Meet</p> <p><u>11:00am - 11:30am</u> Google Classroom</p> <p><u>11:30am - 12:30pm</u> Lunch</p> <p><u>12:30pm - 1:30pm</u> Google Classroom</p> <ul style="list-style-type: none"> - Digital Citizenship Lesson assigned as first lesson - Syllabus/Rules/Procedures Posted <p><u>1:30pm - 1:40pm</u> Break</p> <p><u>1:40pm - 3:00pm</u> G Suite Enterprise</p> <ul style="list-style-type: none"> - Drive - Docs/Forms - Jamboard 	<p><u>8:00am - 9:00am</u> GSuite Enterprise - Cont. -Slides (Bitmoji Classroom) -Sites (Teacher Webpage Updates)</p> <p><u>9:00am - 9:10am</u> Break</p> <p><u>9:10am - 10:10am</u> Nearpod</p> <p><u>10:10am - 10:20am</u> Break</p> <p><u>10:20am - 11:30am</u> Pear Deck iLearn@Home Training Deck July 2020 Use this deck to demo Pear Deck</p> <p><u>11:30am - 12:30pm</u> Lunch</p> <p><u>12:30pm - 1:50pm</u> Screencastify + YouTube</p> <p><u>1:50pm - 2:00</u> Break</p> <p><u>2:00pm - 2:30pm</u> iLearn System in Your Classroom Interactive Classroom Panels -ClassFlow - Flipped learning -ActiveInspire - Flipped learning</p> <p><u>2:30pm - 3:00pm</u> Closing / Wrap up / Final Q&A Survey It's on the bottom of the ILEARN@HOME Training page</p>	<p><u>8:00am - 9:00am</u> Campus PLC/Planning Time</p> <p>Frog Street PreK Training <u>8:00am - 11:00pm</u></p> <p><u>9:00am - 12:00pm</u> Job Alike Trainings - Direct Instruction/ Asynchronous Learning</p> <ul style="list-style-type: none"> - MS/HS ELAR - MS/HS MATH - MS/HS SS - MS/HS SCI - MS/HS AVID <p>Elementary Technology Coaches <u>9:00am - 10:30am</u></p> <p>CTE HS <u>9:00am - 10:30am</u> CTE MS <u>11:00am - 12:00pm</u></p> <p>Fine Arts - CEDFA Virtual Conference</p> <p>Elementary SPED Teachers: <u>8:00am-11:00am</u></p> <p>Middle School SPED Teachers: <u>1:00pm - 4:00pm</u></p> <p>Additional Campus Planned Activities</p>	<p>Campus PLC/Planning- - Direct Instruction/ Asynchronous Learning</p> <p>High School SPED Teachers: 8:00am -11:00am</p> <p>1:00pm - 2:30pm K-12 Fine Arts Teachers Conn Selmer - Rick Ghinelli</p> <p>2:00-3:30 Dual Language Teachers-Fundamentals of Dual Language with Dr. Izquierdo</p> <p>Additional Campus Planned Activities</p> <p>* Each day teachers will attend virtual training from their classrooms.</p>

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Professional Development/Coaching Clint ISD has developed a plan to guarantee that all staff will be able to teach students through the I-LEARN@HOME program. Teachers will be trained, during the July, professional development week to utilize the G Suite platform to hold virtual meetings or hangouts with their students. Teachers will also be provided a refresher on using Google Docs, Nearpod, and other applications to assist them with engaging students.</p> <p>July 2020 Staff Development Teachers will be trained on the Learning Management system, designed direct instruction and asynchronous instruction, and classroom management tools for digital learning during the July professional development days. Teachers will then be provided with two planning days, with their campus administration and Instructional Content Coordinators, to design both direct instruction lessons that are conducted through google meets or a self-paced asynchronous projected/lesson that students can complete on their own. All teachers will plan for the first six weeks of instruction to include both directed instruction and pre-prepared activities. Teachers will be surveyed at the end of the training days and the feedback collected will be used to develop follow up supports for individual teachers. The Curriculum Coaches will assist with follow up and Content Coordinators will review all teacher requests for support and coach/mentor teachers accordingly.</p> <p>New Teacher Support All new teachers are assigned a mentor who will coach them and support them with creating virtual learning activities and pre-prepared lessons. They will also have ongoing professional development sessions based on teacher need. Clint ISD uses the New Teacher Center and coaching model with weekly check-ins and support sessions. Mentors will continue to review lessons, ensure virtual learning is occurring and ensuring that the asynchronous pre-prepared lessons are aligned to the TEKS and pacing guides.</p> <p>Ongoing Professional Development The Content Coordinators will provide Professional Development with our current resources and how to analyze our data from these resources to our Curriculum Coaches so they can then turn this information around to teachers. Curriculum Coaches will visit teachers' google sessions to support them. Feedback will be provided to all teachers on their direct instruction activities and pre-prepared lessons (asynchronous activities). The campus administration will conduct weekly PLC meetings to review lessons and activities to ensure that all students are engaged in the learning. The Content Coordinators and Curriculum Coaches will conduct virtual visits to gather best practices that will be shared with teachers. The Content Coordinators will schedule follow up sessions to assist teachers with tools and planning for asynchronous instruction.</p>

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	<p>The District uses the PLC structure for ensuring that teachers are reviewing data and teacher collaboration during the lesson planning process. As the campus administration conducts walkthroughs, they will determine which teachers are in need of support with using the asynchronous instructional method on online interactive equipment. The content coordinators will review requests from the administration to offer support to teachers and schedule accordingly. The curriculum coaches will conduct campus based professional development to ensure all staff is using the I-LEARN tools and applications to provide the appropriate level of instruction to our students. There is a schedule of meetings, conducted by the content coordinators, with the curriculum coaches to provide training and support. Weekly training sessions on specific topics from the feedback will occur.</p> <p>Professional Development in October, January, and February 2021</p> <p>Teachers will review the pacing guides and create lesson plans that will continue to embed direct instruction with asynchronous learning models. The Instructional Technology Coordinators and Content Coordinators will assist teachers on these PD days with learning new tech tools, expanding the use of G Suite, and using the recording feature of our I-LEARN system to create asynchronous lessons. The PD days will also allow teachers to review data trends and create collaborative lessons across teacher groups.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>As teachers identify students’ needs and use the data they collect on their skill set and abilities, it will become important to develop the right Asynchronous learning tools. Teachers will take their formative assessments, 3, 6, and 9-week assessments, and other district data to make informed decision making progress to update their instruction. New this year, Clint ISD will use the MAP data for ELAR, Math and Science to assist with instructional decisions.</p> <p>We will also review our usage reports with our online programs, LMS systems, and system reports to create professional development around analyzing reports and identifying areas of intervention. Ex. Dreambox is one format that places students at their level and a specific pathway based on their needs, failure reports may reveal an issue with a particular course, google APP usage data may require training, and parent concerns may require an update. This data helps teachers plan small group instruction as well and update best practices</p> <p>The PLC structures will be the avenue to review data and support updates to the asynchronous curriculum. The Curriculum Coaches and Campus Administration will guide teachers at the PLC sessions. The District will use overall data to design the October, January, and February professional development days as well as design afterschool/Saturday sessions to adjust instruction.</p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Clint ISD campuses will conduct virtual “meet and greets:” with parents prior to the school year starting which will be published online and on social media. These sessions will highlight the campus schedules, teacher role and support that the administration can give to parents. The meet and greets will discuss how students will interact with teachers and the role that both direct instruction and pre-prepared lessons will have in the 2020-2021 school year. Parents will leave these virtual meetings, understanding what learning will look like on the first day of school and whom they can contact if they need assistance. The campuses will schedule resource pick up times so that all resources are available to students before the first day of school.</p> <p>Furthermore, each teacher will contact their students to review schedules, expectations, and ensure that they have their devices and hotspots. Teachers will explain how students will be interacting with their teachers and the schedule times for attendance. All teachers will have a conference time so that parents can contact the teacher with questions. The campuses will have staff available later in the day as well to assist parents who may have been at work. All district cell phone numbers are published online and parents can call when they need support. Campus principals will be having announcements and will utilize Blackboard and social media to provide information to our parents. All schedules and an overview of the Instructional Year will be placed on the Clint ISD website so that parents access important information.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their children by ensuring they are active participants in their learning program. Students should be logged in to the class at the scheduled time, prepared to learn, and focus on the learning they must complete during the regularly scheduled school day. It is important that when students are absent that, they obtain recorded lessons, google assignments, or other instructional activities teachers will have available to students online.</p> <p>Parents can also:</p> <ul style="list-style-type: none"> • Ensure technology can be accessed and a work area is conducive to learning • Provide support to their children when they have the time or expertise • Check student grades/progress in the Skyward Parent Portal weekly • Contact the teacher if they have questions • Support and encourage students to complete as much of their work as possible during regular school hours.

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What additional supports, training, and/or resources will be provided for families who may need additional support?

The District has created online resources for students and parents listed below.

The elementary program can be found at:

<https://sites.google.com/clint.net/clintisdelementaryinstructiona/home>

The secondary program can be found at:

<https://sites.google.com/clint.net/clintisdsecondaryremotepans/home>.

Technology instructional supports can be found at:

<https://sites.google.com/clint.net/cisdteachertools/home>

Information on the I-LEARN classroom equipment can be found at:

<https://sites.google.com/clint.net/cisdteachertools/ilearnhome/ilearn>

Parent/Student Resources

Clint ISD uses the BlackBoard compliment of products for web and mass calling capabilities to disseminate information. The District has created a website, which has all of the information for the I-LEARN@HOME program. The webpage:

<https://www.clintweb.net/Page/6041> contains information for parents, staff and students. The District also uses Twitter, Facebook, and Peach Jar to provide information.

Overall Learning Framework

Our goal is to continue to provide high quality instruction and support while maintaining a safe environment for all. In an effort to provide a safe environment, Clint ISD has adopted to continue In-Home learning for the first nine weeks of school where students will receive instruction at home by an assigned classroom teacher. We are moving from providing instructional support to providing instruction. Framework links can be found at: <https://www.clintweb.net/Page/6062>

Counseling Support

Clint ISD has provided direct numbers to our counselors and support is just a phone call away. The Director of Counseling has developed a website for parents, staff and students to access information and make direct contact with their counselors. The Counselor Connect webpage can be found at:

<https://sites.google.com/clint.net/clint-ids-counselors-corner/home>

Technology Support

The District has created a website in which students and parents can find out information about support on their devices and Internet access. Students can get assistance with their passwords, applications, access to textbooks and Internet access through contacting the tech team. The Technology support webpages can be located at: <https://www.clintweb.net/Page/5775>