

**Asynchronous Plan Open Response – DeSoto ISD**

| 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 checked="" type="checkbox"/> PK3   | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 8  |
| <input checked="" type="checkbox"/> PK4   | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 9  |
| <input checked="" type="checkbox"/> K   | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 1   | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 11 |
| <input checked="" type="checkbox"/> 2   | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 12 |

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

All PK-12 grade students will follow a similar school day calendar with four academic blocks, community time, mental health and well-being time, and check-ins with Mastery Coaches (New name for campus teachers). Amount of instructional time and breaks will be varied as necessary and appropriate for each grade band (e.g., PK-2 will have additional breaks, and academic time may be divided into smaller ‘chunks’). Students, depending on grade level, would receive a “Weekly Schedule” that shows different blocks of time, as well as synchronous & asynchronous components and due dates. That way, students and families can plan for the week and understand what is expected each week. Example schedules are shown below.

**Sample Student Generalized Schedules**

**Elementary School Daily Sample Schedule**

| <i>Time</i> | <i>Student Activity</i>   | <i>Synchronous/ Asynchronous</i>               |
|-------------|---|--|
| :30 min     | Community Check-In & Whole Group Reading Time   | Synchronous                                    |
| :60 min     | Academic block 1  | Blend of synchronous and asynchronous          |
| :15 min     | Brain Break   | N/A  |
| :60 min     | Academic block 2  | Blend of synchronous and asynchronous          |
| :30 min     | Mastery Coaches/Community Builder Check-ins   | Synchronous meetings or asynchronous work time |
| :30         | Lunch   | N/A  |
| :30         | Community Check-In Time & Advisory  | Synchronous                                    |
| :60 min     | Academic block 3  | Blend of synchronous and asynchronous          |
| :60 min     | Academic block 4  | Blend of synchronous and asynchronous          |
| :30 min     | Mastery Coaches/Community Builder Check-ins   | Synchronous meetings or asynchronous work time |
| Varies      | Optional virtual after school activities (where possible, e.g., band, student government, etc.) | Varies   |

**Secondary Week-Long Sample Schedule**

| Time      | Monday (A-Day)         |             | Tuesday (B-Day)        |             | Wednesday (A-Day)      |             | Thursday (B-Day)       |             | Friday (C-Day)         |                           |
|-----------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|-------------|------------------------|---------------------------|
| 8 – 9a    | English                | Synchronous | CTE                    | Synchronous | English                | Asynch.     | CTE                    | Asynch.     | Extended Lab: CTE      | Blend of Synch. & Asynch. |
| 9 – 10a   | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     |                        |                           |
| 10 – 11a  | Math                   | Synchronous | Art                    | Synchronous | Math                   | Asynch.     | Art                    | Asynch.     | SEL Check-in           | Synchronous               |
| 11a – 12p | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Extended Lab: Science  | Blend of Synch. & Asynch. |
| 12 – 1p   | Science                | Asynch.     | Band                   | Asynch.     | Science                | Synchronous | Band                   | Synchronous |                        |                           |
| 1 – 2p    | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Check-ins              | Asynch.     | Open Office Hours      | Asynch.                   |
| 2 – 3p    | Soc. Studies           | Asynch.     | Athletics              | Asynch.     | Soc. Studies           | Synchronous | Athletics              | Asynch.     |                        |                           |
| 3 – 4p    | SEL/Community Check-In | Synchronous | SEL/Community Check-In | Synchronous | SEL/Community Check-In | Synchronous | SEL/Community Check-In | Synchronous | SEL/Community Check-In | Synchronous               |

| Component from Rubric  | Explanation  |
|--|--|
| <p><b>What are the expectations for daily student interaction with academic content?</b></p> | <p>Students will engage in both synchronous and asynchronous learning. Each week, students receive a checklist posted to the learning management system (LMS). The checklists guide students through completion of activities and projects, while deepening students’ understanding of concepts relevant to the assignment. Checklists will lay out tasks each week and include: instructional videos (by both teachers and the curriculum publishers), paper-based guided and independent practice, discussion questions for engagement with peers, lesson recap videos, formative assessments, projects, and more.</p> <p>Tasks are identified as either synchronous or asynchronous.</p> <ul style="list-style-type: none"> <li>For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction and work in pairs, small groups, and/or all together.</li> <li>During asynchronous learning, students will be able to progress at their own pace through the content. For example, they may choose to spend two academic blocks on math and science each one day and ELA and social studies the next, or they may decide to dedicate one academic block to each subject. The degree of flexibility will be tailored to the grade band (e.g., PK-5 schedules may be more prescriptive than 9-12, which may allow for more student agency).</li> </ul> <p>At the end of each block students will take a quick survey, filling in what they did in each block, which will be tied to one of the attendance measures. Students will also have check-ins with Mastery Coaches, as often as daily, though frequency and duration may vary by student. In addition, all students have access to instructional software systems. They are expected to meet instructional software usage goals each week.</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>Each student at every grade level will have a weekly plan that is link to TEKS-based lessons and products that they will be working on for core subjects and electives alike. These units would range from 1 – 5 weeks long, include curated instructional resources and activities, formative tasks and assessments, and a culminating task (project, assessment, essay, etc.). The work of these units would be linked to a class time equivalent. During each instructional day, students would be required to make progress towards completion of units through a series of synchronous &amp; asynchronous actions. Mastery Coaches (New Names for Campus Teachers) would be checking in with their assigned students and ensuring engagement and attainment during the instructional days.</p>   |
| <p><b>What are the expectations for teacher/student interactions?</b></p>  | <p>Students will have interactions with a teacher (including Mastery Coaches) and peers daily via meetings, check-ins, community time, and/or synchronous learning time.</p> <p>Students will have at least three ways to interact with Mastery Coaches. First, they will have dedicated once-weekly meetings with their Mastery Coaches, at a minimum. Students will likely have daily encounters with Mastery Coaches, though these interactions may be more/less frequent depending on the student’s progress. Second, Mastery Coaches will identify students needing intervention or enrichment options via progress tracking. Mastery Coaches will coordinate small group supports where relevant, or additional one-on-one meetings. Third, Mastery Coaches will have office hours during which they are also accessible to students and students can drop in as needed. Through these three mechanisms, every student in the system should get the time they need with their specific Mastery Coaches/Community Builders based on their learning progression.</p> |
| <p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>   | <p>Due to the dynamic nature of the Mastery Coaches and the Anytime, Anywhere Learning (AAL) model, students needing additional support will be able to have increased access to Mastery Coaches. Mastery Coaches, using data, may identify where small groups are collectively struggling on a topic area and provide targeted, direct instruction to the group on that matter. They will also identify challenging areas for individual students and work directly with the student to provide intervention and/or adapt the learning plan as needed.</p> <p>In addition, the instructional software systems are adaptive and self-paced which adapt to student performance levels, allow tracking of their progress, give instructional feedback, and personalize instruction to their specific needs.</p>  |

**Material Design:** Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

**Chart of Adapted Instructional Materials**

**Materials by grade level:**

| Grade level(s) | Subject/ Course       | Technology resources and curriculum   |
|----------------|-----------------------|---|
| <p>PK-5</p>    | <p><b>Math</b></p>    | <p>iStation<br/>IXL<br/>Pearson</p>   |
|                | <p><b>ELAR</b></p>    | <p>iStation<br/>IXL<br/>Collaborative Classroom (K-2)<br/>Pearson (3-5)<br/>Pearson (K – 5 Spanish)</p> |
|                | <p><b>Science</b></p> | <p>IXL<br/>STEMscopes</p>   |

|                       |   |   |
|-----------------------|---|---|
| 6-8                   | <b>Social studies</b>   | Pearson   |
|                       | <b>Other</b>  | Reading Spanish – Pearson (K-5)   |
|                       | <b>Math</b>   | Imagine Math<br>IXL<br>McGraw Hill  |
|                       | <b>ELAR</b>   | Achieve<br>IXL<br>Pearson   |
|                       | <b>Science</b>  | HRW<br>IXL<br>STEMscopes  |
| 9-12                  | <b>Social studies</b>   | Achieve   |
|                       | <b>Math</b>   | Imagine Math (9-10 only)<br>McGraw Hill   |
|                       | <b>ELAR</b>   | Pearson   |
|                       | <b>Science</b>  | HRW (Physics)<br>McGraw Hill: AP Biology, Earth Science<br>Pearson: AP Biology, Earth Science<br>STEMscopes |
| <b>Social studies</b> | McGraw Hill: World Geography, World History, US History (11), Government, Economics, Psychology |   |
| <b>All</b>            | <b>General family resources</b>   | CLI Engage  |

| <p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</b></p>  | <p>A Design Team is currently redesigning units across subject areas and grades to be suited to coherent, asynchronous instruction. At a high-level, the curriculum at-a-glance (shown below) includes proposed unit topics by grade, subject, and grading period for SY20-21. For example, here is a snapshot of the re-designed curriculum-at-a-glance unit planning for 6<sup>th</sup> grade:</p> <table border="1"> <thead> <tr> <th></th> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th><th>G</th><th>H</th><th>I</th><th>J</th><th>K</th><th>L</th><th>M</th><th>N</th><th>O</th><th>P</th><th>Q</th><th>R</th><th>S</th><th>T</th><th>U</th><th>V</th><th>W</th><th>X</th><th>Y</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="26">This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. The document below includes a complete list of Texas Essential Knowledge and Skills (TEKS).</td> </tr> <tr> <td>2</td> <td colspan="13">6<sup>th</sup> Grade</td> <td colspan="13">6<sup>th</sup> Grade TEKS</td> </tr> <tr> <td>3</td> <td colspan="13">First Instructional Period<br/>August 17 - September 25</td> <td colspan="6">Second Instructional Period<br/>September 28 - October 30</td> <td colspan="6">Third Instructional Period<br/>November 2 - December 18</td> <td colspan="6">Fourth Instructional Period<br/>January 6 - February 12</td> </tr> <tr> <td>4</td> <td>Pacing</td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>5</td> <td>Student</td> <td>8/17-8/21</td><td>8/24-8/28</td><td>8/31-9/4</td><td>9/7-9/11</td><td>9/14-9/18</td><td>9/21-9/25</td><td>9/28-10/2</td><td>10/5-10/9</td><td>10/12-10/16</td><td>10/19-10/23</td><td>10/26-10/30</td><td>11/2-11/6</td><td>11/9-11/13</td><td>11/16-11/20</td><td>11/30-12/4</td><td>12/7-12/11</td><td>12/13-12/18</td><td>1/6-1/8</td><td>1/11-1/15</td><td>1/19-1/22</td><td>1/24-1/29</td><td>2/1-2/5</td><td>2/8-2/12</td><td>2/15-2/19</td> </tr> <tr> <td>6</td> <td>Integrated Units</td> <td colspan="6">STEM</td> <td colspan="6">STEM</td> <td colspan="6">STEM</td> <td colspan="6">STEM</td> </tr> <tr> <td>7</td> <td>ELAR</td> <td colspan="6">Unit 1: Exploring the World of Fiction</td> <td colspan="6">Unit 2: Exploring Informational Text</td> <td colspan="6">Unit 3: Analyzing Argumentative Text</td> <td colspan="6">Unit 4: Poetry and Drama</td> </tr> <tr> <td>8</td> <td>Math</td> <td colspan="3">Unit 1: Equivalent Forms of Fractions, Decimals, and Percents</td> <td colspan="3">Unit 2: Ordering Fractions, Decimals, and Percents</td> <td colspan="3">Unit 3: Multiplication and Division of Fractions and Decimals</td> <td colspan="3">Unit 4: Operations with Integers</td> <td colspan="3">Unit 5: Proportional Reasoning with Ratios and Rates</td> <td colspan="3">Unit 6: Equivalent Expressions and One-Variable Equations</td> <td colspan="3">Unit 7: One-Variable Inequalities</td> <td colspan="3">Unit 8: Algebraic Representations of Two-Variable Relationships</td> <td colspan="3">Unit 9: Geometry and Measurement</td> </tr> <tr> <td>9</td> <td>Science</td> <td colspan="3">Unit 1: Chemistry: L1 Elements and Compounds</td> <td colspan="3">Unit 2: Chemistry: L1 Chemical Reactions</td> <td colspan="3">Unit 3: Chemistry: L1 Chemical Reactions</td> <td colspan="3">Unit 1: Chemistry: L1 Minerals</td> <td colspan="3">Unit 2: Energy: L1 Energy Resources</td> <td colspan="3">Unit 2: Energy: L2 Thermal Energy</td> <td colspan="3">Unit 3: Physics: L1 Potential &amp; Kinetic Energy</td> <td colspan="3">Unit 3: Physics: L2 Changes in Force and Motion</td> <td colspan="3">Unit 3: Physics: L3 Heat, Phase Changes, and Temperature</td> <td colspan="3">Unit 4: Biology: L1 Polarities &amp; Eukaryotes</td> <td colspan="3">Unit 4: Biology: L2 Taxonomy</td> <td colspan="3">Unit 4: Biology: L3 Ecosystems</td> </tr> <tr> <td>10</td> <td>Social Studies</td> <td colspan="6">Unit 1: Think like a Geographer (T. 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|   |  | A  | B   | C         | D  | E  | F         | G  | H   | I         | J                              | K                                | L           | M  | N  | O           | P                                 | Q   | R           | S  | T  | U         | V   | W   | X        | Y   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 1  | This document provides a BROAD overview of concepts and APPROXIMATE time frames recommended for classroom instruction in core content areas. The document below includes a complete list of Texas Essential Knowledge and Skills (TEKS). |   |           |  |  |           |  |   |           |                                |                                  |             |  |  |             |                                   |   |             |  |  |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 2  | 6 <sup>th</sup> Grade  |   |           |  |  |           |  |   |           |                                |                                  |             |  | 6 <sup>th</sup> Grade TEKS                               |             |                                   |   |             |  |  |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 3  | First Instructional Period<br>August 17 - September 25   |   |           |  |  |           |  |   |           |                                |                                  |             |  | Second Instructional Period<br>September 28 - October 30 |             |                                   |   |             |  | Third Instructional Period<br>November 2 - December 18 |           |   |   |          |   | Fourth Instructional Period<br>January 6 - February 12 |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 4  | Pacing   | 1   | 2         | 3  | 4  | 5         | 6  | 1   | 2         | 3                              | 4                                | 5           | 6  | 1  | 2           | 3                                 | 4   | 5           | 6  | 1  | 2         | 3   | 4   | 5        | 6   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 5  | Student  | 8/17-8/21   | 8/24-8/28 | 8/31-9/4                                 | 9/7-9/11   | 9/14-9/18 | 9/21-9/25  | 9/28-10/2   | 10/5-10/9 | 10/12-10/16                    | 10/19-10/23                      | 10/26-10/30 | 11/2-11/6                                      | 11/9-11/13   | 11/16-11/20 | 11/30-12/4                        | 12/7-12/11  | 12/13-12/18 | 1/6-1/8  | 1/11-1/15  | 1/19-1/22 | 1/24-1/29                                       | 2/1-2/5   | 2/8-2/12 | 2/15-2/19   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 6  | Integrated Units   | STEM  |           |  |  |           |  | STEM  |           |                                |                                  |             |  | STEM   |             |                                   |   |             |  | STEM   |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 7  | ELAR   | Unit 1: Exploring the World of Fiction                        |           |  |  |           |  | Unit 2: Exploring Informational Text                          |           |                                |                                  |             |  | Unit 3: Analyzing Argumentative Text                     |             |                                   |   |             |  | Unit 4: Poetry and Drama                               |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
|   | 8  | Math   | Unit 1: Equivalent Forms of Fractions, Decimals, and Percents |           |  | Unit 2: Ordering Fractions, Decimals, and Percents |           |  | Unit 3: Multiplication and Division of Fractions and Decimals |           |                                | Unit 4: Operations with Integers |             |  | Unit 5: Proportional Reasoning with Ratios and Rates     |             |                                   | Unit 6: Equivalent Expressions and One-Variable Equations |             |  | Unit 7: One-Variable Inequalities                      |           |   | Unit 8: Algebraic Representations of Two-Variable Relationships |          |   | Unit 9: Geometry and Measurement                       |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
| 9   | Science  | Unit 1: Chemistry: L1 Elements and Compounds   |   |           | Unit 2: Chemistry: L1 Chemical Reactions |  |           | Unit 3: Chemistry: L1 Chemical Reactions                 |   |           | Unit 1: Chemistry: L1 Minerals |                                  |             | Unit 2: Energy: L1 Energy Resources            |  |             | Unit 2: Energy: L2 Thermal Energy |   |             | Unit 3: Physics: L1 Potential & Kinetic Energy |  |           | Unit 3: Physics: L2 Changes in Force and Motion |   |          | Unit 3: Physics: L3 Heat, Phase Changes, and Temperature  |  |   | Unit 4: Biology: L1 Polarities & Eukaryotes  |  |  | Unit 4: Biology: L2 Taxonomy |  |  | Unit 4: Biology: L3 Ecosystems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
| 10  | Social Studies   | Unit 1: Think like a Geographer (T. Williams)  |   |           |  |  |           | Unit 2: Freedom for all: The US and Canada (T. Williams) |   |           |                                |                                  |             | Unit 3: A Legacy of Colonialism: Latin America |  |             |                                   |   |             | Unit 4: We are Family: Europe                  |  |           |   |   |          | Unit 5: Empire & Ethnicity: Russia and Eurasian Republics |  |   | Unit 6: A Crossroad of Diffusion: Southwest Asia/ North Africa   |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
| <p>There will be a corresponding unit template for each outlined unit. Each unit begins with a core question / topic area and identifies the associated TEKS standards. Teachers are using existing curriculum (above) as the foundation of units, and are supplementing with additional materials and content, where needed, to best support asynchronous instruction. Existing curriculum are TEKS aligned and have leveraged Texas Resource System in their selection. Every lesson then has activities for students to complete on their own and with others. In addition, unit plans are being reviewed by outside experts for coherence and to check-for application of best instructional practices. Units are designed to relate to students lives, community, and choices. See <a href="#">Appendix A</a> for an example of a 5th Grade RLA unit plan designed for asynchronous learning, TEKS alignment, and coherence.</p> |  |  |   |           |  |  |           |  |   |           |                                |                                  |             |  |  |             |                                   |   |             |  |  |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
| <p>All unit plans are being designed in conjunction with the special populations team in conjunction with CTE, Special Education, Gifted and Talented, and English Learner. These teams are providing detailed guidance and feedback to the curriculum design team on instructional methodology for special populations, strong Tier 1 learning systems and resources, and appropriate student supports. For PK-5 as well as some in 6-8, many of the curriculum solutions are available in both English and Spanish.</p>   |  |  |   |           |  |  |           |  |   |           |                                |                                  |             |  |  |             |                                   |   |             |  |  |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |
| <p><b>What additional supports (in addition to</b></p>  | <p>Support for Special Education &amp; 504 students (See applicable DeSoto Guidelines for Special Education Fall 2020):</p> <ul style="list-style-type: none"> <li>Special education teachers will check in with each parent/student for 1-on-1 progress review every other week, case managers will check in at least once every three weeks.</li> </ul>  |  |   |           |  |  |           |  |   |           |                                |                                  |             |  |  |             |                                   |   |             |  |  |           |   |   |          |   |  |   |  |  |  |                              |  |  |                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |                       |  |  |  |  |  |  |  |  |  |  |  |  |                            |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |         |           |           |          |          |           |           |           |           |             |             |             |           |            |             |            |            |             |         |           |           |           |         |          |           |   |                  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |   |      |  |  |  |  |  |  |                                      |  |  |  |  |  |                                      |  |  |  |  |  |                          |  |  |  |  |  |   |      |   |  |  |  |  |  |   |  |  |                                  |  |  |  |  |  |   |  |  |                                   |  |  |   |  |  |                                  |  |  |   |         |  |  |  |  |  |  |  |  |  |                                |  |  |                                     |  |  |                                   |  |  |  |  |  |   |  |  |  |  |  |   |  |  |                              |  |  |                                |  |  |    |                |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                               |  |  |  |  |  |   |  |  |  |  |  |

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| <p>resources listed above) will be provided for students with disabilities and ELs?</p> | <ul style="list-style-type: none"> <li>● Speech-language pathologists and teachers of the deaf or hard-of-hearing will wear clear face masks/shields as needed. Clear barriers should be used for small group instruction and individual assessments as needed.</li> <li>● Access to mental health, well-being, and community building resources provided by Community Leads. Community Leads will be able to guide students and families to the right resources and work with Mastery Coaches so that students have the level of support needed and IEPs and specialized learning plans are adhered to.</li> <li>● Whether a student is participating campus-supervised or home-supervised learning, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.</li> <li>● Special Education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.</li> <li>● Mastery Coach Role provided more 1-on-1 and small group direct, consistent check-ins with students.</li> <li>● Community Building Role providing more 1-to-1 check-ins with family to ensure support for families in accessing asynchronous learning</li> <li>● Dedicated special populations team which will work closely with Community Leads and Mastery Coaches to identify the requisite supports for each student.</li> <li>● On-campus support for families who need to access the Anytime, Anywhere Learning model in a Campus-supervised environment.</li> <li>● Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student’s individual plan.</li> <li>● Parent Handbook with information about resources for general education and special population support.</li> <li>● Based on specific student environmental needs, we will aim to provide physical space and support for on-campus special education units. We will ensure that these units minimize the number of people in the classroom. Students &amp; teachers will remain in the same room each day and students will stay with their pod of classmates/students to minimize potential for virus spread to different pods.</li> <li>● Each student with special needs will receive an individualized schedule for check-ins and support to ensure that they receive the differentiation needed to be successful.</li> <li>● SPED teachers would work in PLCs along with general education content teachers to ensure that they are able to finalize adapted lesson plans and curricular materials that meet the accommodations and modifications outlined in each student’s IEP.</li> <li>● DeSoto ISD’s Design Team / Content Leads include Special Education teachers who are helping to ensure that the unit plans and assignments have appropriate flexibility and built in ways to differentiate that general education and special education teachers and adapt during their weekly PLCs to ensure they meet the needs of their students.</li> </ul> <p>Support for Bilingual/ESL Students (See applicable DeSoto Guidelines for Bilingual/ESL Fall 2020):</p> <ul style="list-style-type: none"> <li>● Bilingual, ESL and teachers will follow the general education guidance and complete differentiated lesson plans whether virtual or face-to-face.</li> <li>● Bilingual, ESL and LOTE teachers will collaborate to ensure lessons are designed to meet the needs of all students.</li> <li>● BIL, ESL and LOTE 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>● Bilingual/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 bilingual/ESL learners.</li> <li>● Elementary bilingual students requiring face-to-face instruction will be grouped into pods at one campus location (Moates ES) to maximize the efficiency of classroom ratios according to state and county health guidance.</li> <li>● Supplemental kits of materials and manipulatives will be distributed by the Bilingual/ESL department for all students in the program.</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 Bilingual/ESL teacher or staff to communicate progress, plan interventions &amp; acceleration, and convey detailed plan for the following week.</li> </ul> <p>Support for Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>● GT 30-hours of training and relevant updates will be part of the regular training for teachers in beginning of the year PD and throughout the year.</li> <li>● Interventionist(s) at each campus will serve as GT Leads and participate in monthly professional development with our Director of Advanced Academics to ensure appropriate support for GT students.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• GT leads will participate in weekly PLCs with teachers to ensure that appropriate differentiation is embedded in the weekly lesson plans for GT students.</li> <li>• Director of Advanced Academics will audit teacher lessons and PLCs to ensure rigorous differentiation is included in weekly plans.</li> <li>• Design Team &amp; Content Leads will be building six-week curriculum in a way that allows for students who are advanced to access more challenging, rigorous, and appropriate content in other grade level bands.</li> </ul> |
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**Student Progress:** Describe (or attach a description of) how you’re tracking student engagement and progress in your asynchronous environment.

| Component from Rubric   | Explanation   |
|---|---|
| <p><b>What is the expectation for daily student engagement?</b></p>   | <p>Students are expected to engage daily in community time and checklist activities (including videos, instructional software, projects, etc.). In addition, they are expected to engage regularly (at minimum weekly, but as often as multiple times per day) with their Mastery Coaches. Students will make progress on their checklist and assignments/projects daily, though will have flexibility and agency over which order and on what days to complete them.</p>   |
| <p><b>What is the system for tracking daily student engagement?</b></p>   | <p>Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> <li>• <b>Teacher interactions:</b> Students may engage in synchronous learning with teachers and their class on a schedule defined by the teacher. Students will check-in with Mastery Coaches, at a minimum weekly. Additionally, students will be checking in with teachers in the system at times that work for them during their schedule through on-demand and as-requested office hours.</li> <li>• <b>Daily progress in the LMS:</b> Students will take a short survey multiple times per week outlining what they did in each academic block during the day and, when possible, taking a short, formative quiz to demonstrate progress and content understanding (based on where they are in their unit plans).</li> <li>• <b>Assignment submissions:</b> For each unit, assignments, projects, or other submissions will be turned in every Wednesday and/or Friday. On these days, this will account for student’s engagement.</li> </ul> <p>Mastery Coaches and Non-Core Content Teachers will be responsible for taking and logging “attendance” for their cohorts of students on a daily basis based on the form of engagement the student participated in that day. If the student engages in multiple forms of engagement, which tracking mechanism is cited is left to the teacher’s discretion. The campus Attendance Clerks 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, in-concert, are similar to the ways in which students would receive teacher support, peer interaction, and individual work time if they were learning on-campus. Further, regardless of student location – on-campus or at-home – students will be participating in the same AAL instruction method, providing similar access to peer time, Mastery Coaches, and other support for all.</p> <p>In addition, each unit and subsequent projects will have corresponding expected amounts of time associated with them. These units / projects will be assigned such that students will engage with instructional materials in times equivalent to what would occur in an on-campus environment.</p>   |

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| <p><b>What is the system for tracking student academic progress?</b></p>                                       | <p>There will be a multi-pronged approach to tracking student progress including check-ins with Mastery Coaches, projects/assignments, quizzes, and culminating performance assessments (CPA):</p> <ul style="list-style-type: none"> <li>• Culminating Performance Assessment: Students are assigned a culminating project per content area each unit completed in the grading period. These culminating projects serve as evidence of learning, and determine a student’s progress to the next grade level, or credit awarded for the relevant course(s). The assignments / projects may be tests, projects, essays, etc. normed for content mastery.             <ul style="list-style-type: none"> <li>○ Sample CPAs (These were utilized in 2019-20; more expansive and differentiated CPAs would be used as a culminating performance assessment at the end of each unit in 2020-21).                 <ul style="list-style-type: none"> <li>▪ <a href="#">Kindergarten Science CPA</a></li> <li>▪ <a href="#">4th Grade Science CPA</a></li> <li>▪ <a href="#">8th Grade Mathematics CPA</a></li> <li>▪ <a href="#">8th Grade Reading Language Arts CPA</a></li> <li>▪ <a href="#">English III/US History CPA</a></li> <li>▪ <a href="#">HS Biology CPA</a></li> </ul> </li> </ul> </li> <li>• Assignments / Projects: Teachers will grade and submit feedback on assignments / projects in a timely manner</li> <li>• Mastery Coaches (Teachers): Each student will have a dedicated Mastery Coaches (i.e. a consistent teacher for the year), who will be responsible for tracking the progress and development of the individual students assigned to them.</li> </ul> |
| <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 via multiple mechanisms:</p> <ul style="list-style-type: none"> <li>• Instructional software: The software provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs.</li> <li>• Projects / assignments: Students will turn in projects / assignments at minimum weekly. Mastery Coaches will provide feedback on these projects / assignments in a timely manner.</li> <li>• Mastery Coaches check-ins: Students will have regular check-ins with their Mastery Coaches, during which they will review their learning and progress, and receive feedback on their performance. These check-ins be used to assess and adapt personalized learning plans, where needed.</li> </ul>   |

**Implementation:** Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

We are creating a professional development calendar with topics that are specific to supporting asynchronous instruction. See a sample of our Grades PK-12 professional development topics below.

| Component from Rubric   | Explanation  |   |  |  |
|---|--|---|--|--|
| <p><b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p> | <p>Today, educators wear a million hats. They are content creators, interventionists, social workers, psychologists, logistics managers, and so much more. We aim to build a system where educators can leverage their greatest strengths and passions. In our new system, there are four teacher roles where a teacher may be assigned based on preference, passion, and ability. The roles and responsibilities are:</p> |   |  |  |
|   | <p><b>Role</b></p>   | <p><b>Teacher Role Description</b></p>  | <p><b>Approx. percentage of teachers</b></p> | <p><b>Other Related Campus Positions</b></p> |
|   | <p>1</p>   | <p><b>Core Content Leads:</b> Create content, compile &amp; curate content, execute virtual whole-group lessons, manage AAL platform, train others on AAL platform.</p> | <p>15%</p>                                   | <p>Instructional Coach</p>                   |

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|   |   |     | Assistant Principal/<br>Principal              |
| 2 | <b>Mastery Coaches (This is where most current core content teachers would fall in this Asynchronous Plan at each campus):</b> Academic student success coach, intervention, acceleration, small-group instruction, support and review overall student academic mastery | 65% | Interventionists<br><br>Assistant Principal    |
| 3 | <b>Community Leads:</b> Non-Academic student success coach, student well-being, community building, SEL/advisory, hidden curriculum   | 5%  | Counselors                                     |
| 4 | <b>Elective Content Leads:</b> Non-core academic content creation and delivery, intervention in relevant subjects, LAB day, athletics   | 15% | Instructional Coach<br><br>Assistant Principal |

All teachers will receive similar training around technology in the beginning of the year including:

- LMS: Our district uses Schoology. Our educators will be receiving extensive training on building lessons, reviewing student data, general LMS features and functionality, determining student engagement while remote, etc.
- Zoom: Teachers will be trained on effective Zoom practices including virtual facilitation and features/functionality (e.g., breakout rooms, polls, etc.). The district will ensure that all instructional staff have full access to Zoom features necessary to facilitate learning.

In SY19-20, our district implemented a half-day system on Wednesday to allow for teacher PD in the afternoons and we plan on continuing this system for SY20-21 as teacher training as important as ever in this new system. Teachers will receive targeted PD based on their roles on an ongoing basis throughout the year:

- Core Content Leads: becoming effective content curators, building in key instructional practices and their application to remote units and settings. Core Content Leads will be working directly with central staff and outside partners who would assist in creating and curating lesson plans. These organizations (potentially NMSI, TNTP, etc.) will review each unit and provide feedback. There would be ongoing feedback circles to . These interactions with content creators will able be used as professional development opportunities and immediate ways to strengthen our units for all students.
- Mastery Coaches: This is where most campus core content teachers will fall. The teachers in this role will be responsible for mastery and attainment of their set of students. Their development will focus on understanding the core content and student expectations in AAL, leveraging data to better support students, identifying student needs and supporting student mastery, and putting them on the right educational path (including effective structure for 1-to-1 check-ins and small groups).
- Community Leads: These would be staff members who would work closely with counselors and support the mental health and wellness of students, carry out trauma identification and support, build effective communication lines with families, and actively work to build strong school culture even in a virtual environment. These Community Leads would help to support Mastery Coaches in contacting students/families and supporting in intervention as needed.
- Elective Content Leads: These Elective (Non-Core) content leads would be developing and curating effective content and building in key instructional practices and their application to remote units and settings that students can access during AAL.



| <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>Through the methods outlined above, Core Content Leads and Mastery Coaches in particular, will be trained on analyzing and using data to inform unit planning and student intervention. Community Builders and Non-Core Content Teachers will also utilize data to support students and families as well, even if it may look slightly different their roles. Below is a sample Professional development calendar for teachers:</p> <p><b>Initial Professional Development (Prior to First Day of School)</b></p> <table border="1" data-bbox="310 417 1213 732"> <thead> <tr> <th>Day 1 (District Day)</th> <th>Day 2 (District Day)</th> <th>Day 3 (Campus Day)</th> </tr> </thead> <tbody> <tr> <td> <b>District LMS/Technology Training Day 1</b> (Schoology &amp; Zoom)<br/><br/> <b>District Curriculum Training</b> (Anytime, Anywhere Learning Platform)                 </td> <td> <b>District LMS/Technology Training Day 2</b> (Schoology &amp; Zoom)<br/><br/> <b>Safety Training &amp; Logistics</b> (Campus-Supervised)<br/><br/> <b>Safety Training &amp; Logistics</b> (Home-Supervised)                 </td> <td> <b>Teacher PLCs:</b> District-wide PLCs for teachers in grade levels/content area.<br/><br/> <b>Differentiated PD</b> for each category of educators.                 </td> </tr> </tbody> </table><br><table border="1" data-bbox="310 785 912 1068"> <thead> <tr> <th>Day 4 (Campus Day)</th> <th>Day 5 (Teacher Workday)</th> </tr> </thead> <tbody> <tr> <td> <b>Teacher PLCs:</b> District-wide PLCs for teachers in grade levels/content area.<br/><br/> <b>Differentiated PD</b> for each category of educators.                 </td> <td> <b>Campus-Supervised:</b> Room safety verification, logistics run throughs, technology set-up.<br/><br/> <b>Home-Supervised:</b> Final lesson and unit plan preparation for learning.                 </td> </tr> </tbody> </table> <p><b>Job-Embedded Professional Development (During School Year)</b></p> <p><b>Teacher PLCs:</b> Every week, teachers will take part in a dedicated, multi-hour PLC with other teachers in the same content/grade-level from across the district. This will take place on the same day each week for teachers. This will be comprised of general education teachers, special education teachers, interventionists, and administrators who will work together to disaggregate the weekly unit resources provided from the Content Leads to make it directly meaningful for students. Content Leads would be available to answer questions, provide training on the curriculum, and support the development of educators using this.</p> <p><b>Role-Specific Professional Development:</b> Time will be built in for direct and differentiated professional development based on their roles (delineated and detailed earlier in this question. Currently, these days are built into our board-approved calendar every two weeks for a full afternoon (4- hours) on Wednesday.</p> <p><b>Asynchronous Training for Educators:</b> Much like students have a LMS of excellent, high-quality content we will be producing a similar type of content and system for teachers. This will be available to all educators to learn and grow on their own time. This would include normal learn-at-your-own-pace modules such as compliance training and GT training as well as newly development PD regarding specific educator roles in our system.</p> <p><b>Real-Time Feedback:</b> Educators in our system will receive real-time feedback from specially trained administrators and staff who will be observing lessons, community circles, 1-on-1 meetings with students, etc. and providing feedback and coaching for the educators.</p> | Day 1 (District Day)   | Day 2 (District Day) | Day 3 (Campus Day) | <b>District LMS/Technology Training Day 1</b> (Schoology & Zoom)<br><br><b>District Curriculum Training</b> (Anytime, Anywhere Learning Platform) | <b>District LMS/Technology Training Day 2</b> (Schoology & Zoom)<br><br><b>Safety Training &amp; Logistics</b> (Campus-Supervised)<br><br><b>Safety Training &amp; Logistics</b> (Home-Supervised) | <b>Teacher PLCs:</b> District-wide PLCs for teachers in grade levels/content area.<br><br><b>Differentiated PD</b> for each category of educators. | Day 4 (Campus Day) | Day 5 (Teacher Workday) | <b>Teacher PLCs:</b> District-wide PLCs for teachers in grade levels/content area.<br><br><b>Differentiated PD</b> for each category of educators. | <b>Campus-Supervised:</b> Room safety verification, logistics run throughs, technology set-up.<br><br><b>Home-Supervised:</b> Final lesson and unit plan preparation for learning. |
|---|--|--|----------------------|--------------------|---|--|--|--------------------|-------------------------|--|--|
| Day 1 (District Day)  | Day 2 (District Day)   | Day 3 (Campus Day)   |                      |                    |   |  |  |                    |                         |  |  |
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We have a plan for explicit communication and support for families in order to support asynchronous work at home.

| Component from Rubric  | Explanation  |
|--|--|
| <b>How will you communicate the expectations for asynchronous instruction to families?</b>                                 | Families will receive expectations and regular updates via the student portal, auto-mass communication platform (School Messenger), as well as on the district website. More detail for the various communication avenues used to engage families and distribute information below. Additionally, families and students can expect weekly touchpoints with school representatives and teachers.  |
| <b>What are the expectations for family engagement/support of students?</b>  | <p>Families will be expected to support student transitions (where age appropriate), engage in meetings with Mastery Coaches, reach out to Mastery Coaches and/or Community Leads if they believe their student needs additional support, and read updates from the school/district. An ‘Antime, Anywhere Learning’ manual of expectations and supports will be communicated with all staff, students, and families for engaging in Anytime, Anywhere Learning.</p> <p>Families will have the option to choose to access the Anytime, Anywhere Learning Platform in a Campus-Supervised or Home-Supervised manner. Families choosing the home-supervised lesson will be asked to ensure that the student has a place to work while at home. Each week, teachers will communicate the following week schedule and expectations for the coming week. Parents will have access to this schedule which will include synchronous and asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their dedicated mastery coach(es) and community builder(s) to ensure that the student has what they need to continue learning. These mastery coaches and community builders will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p> <p>Each day, there will be engagement metrics for students to determine the level of learning and engagement for all students in the system. Students are required to make progress each day on academic work in an amount commensurate with what would keep students on progress for at least a year’s worth of growth. Mastery Coaches &amp; Community Builders would be checking in with students and families throughout each week to (1) communicate academic progress, (2) identify opportunities for growth, (3) check in on student social-emotional health, (4) identify student or family needs that the school &amp; district can help to mitigate, and (5) connect families and students to resources needed.</p> |
| <b>What additional supports, training, and/or resources will be provided for families who may need additional support?</b> | <p>Families have several supports and resources available:</p> <ul style="list-style-type: none"> <li>• Mastery Coaches &amp; Community Leads <ul style="list-style-type: none"> <li>○ Families will receive a set of resources that the Community Leads and Mastery Coaches will share with families. This will include asking what supports each family needs and working with families to provide for individual context and needs. Some of these resources could include: <ul style="list-style-type: none"> <li>- Physical Supplies: technology, hotspots, books, consumables, manipulatives, pens/pencils, notebooks, etc.</li> <li>- Individualized Support: Connect parents to technological and academic help resources, which includes making sure that parents know where to get help for any items that are making learning more difficult.</li> <li>- Parent / Guardian Training: We will curate a set of online training and resources for parents and guardians on how to best support their students. This will include technical training on items such as our learning management system (Schoology), Zoom, and accessing instructional programs. It will also include training on how to support your student academically and personally (social-emotional health, wellness, etc.).</li> </ul> </li> <li>○ Community Leads will take the lead on family outreach and community engagement as well as understanding what is happening with families and in the community at large. They will develop communications for families/the community and be a resource to families. They will also work closely with the special populations department and campus administration to so that students and families with special needs are adequately supported.</li> </ul> </li> <li>• Anytime, Anywhere Learning resources (Available on website; will continue to be updated) <ul style="list-style-type: none"> <li>○ A <a href="#">six minute video</a> tour of the Anytime, Anywhere Learning Site.</li> </ul> </li> </ul>   |

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|  | <ul style="list-style-type: none"><li>○ Multiple videos to introduce all <a href="#">Culminating Performance Assessments</a></li><li>○ A video to introduce the <a href="#">Student Checklists</a> that guide learning each week.</li><li>○ Video introductions to the <a href="#">DeSoto ISD Parent Portal</a>, the <a href="#">Online Backpack</a> where students can access all the required learning apps, and the <a href="#">Texas Assessment portal</a></li><li>● Websites<ul style="list-style-type: none"><li>○ <a href="#">General Website</a> - Primary online repository of all news and information related to district business, operations, services and offerings.</li><li>○ <a href="#">COVID-19 Website</a> - Repository of information and updates related to the district's response to the Coronavirus pandemic.</li><li>○ <a href="#">Distance Learning Website</a> - Educational plans, resources, and activities to help families continue and facilitate learning at home during COVID-19 related school closures.</li></ul></li><li>● Social media (to engage and inform community and parents)<ul style="list-style-type: none"><li>○ <a href="#">Facebook</a></li><li>○ <a href="#">Twitter</a></li><li>○ <a href="#">YouTube</a></li><li>○ <a href="#">Instagram</a></li></ul></li><li>● Newsletters<ul style="list-style-type: none"><li>○ <i>The Soaring Eagle</i> is a weekly external parent and community e-newsletter that aims to keep district supporters and stakeholders connected to the district happenings.</li><li>○ <i>The Weekly Eagle</i> is an internal staff e-newsletter that provides district updates and pertinent information to employees on a weekly basis.</li><li>○ The DeSoto ISD <i>DeSoto Daily Digest</i> is a tool developed to offer a daily recap of actions taken in key areas of district operations to inform stakeholders of decisions and services.</li></ul></li></ul> |
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