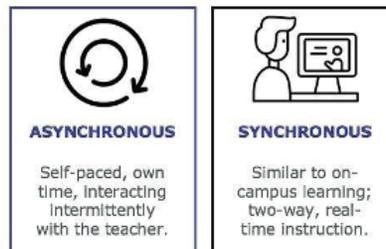




Ponder ISD believes that every child deserves an education in a culture of excellence that instills a passion for a lifetime of continuous achievement in every student. The current pandemic may have caused a change in how the education of a child is delivered, but Ponder ISD believes that whether a child is taught in-person or in a remote setting, it is critical that we provide the best environment for the development of the whole child, including meeting the needs of the student’s social, emotional, and intellectual development. For the 2020-2021 school year, Ponder ISD will provide access, resources, and academic learning opportunities for students in the remote setting through an asynchronous model with built in synchronous times.

## GUIDING PRINCIPLES

1. Supporting students’ academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design targeted learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.



**Asynchronous** instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Students engaged in learning during the day will be marked present. Engagement is defined as:

- Participation/Progress in the Learning Management System (LMS) made that day;
- daily progress via teacher-student interaction;
- Completion/Turn in of assignments from student to teacher through the LMS assignments that day.

**Synchronous** instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Ponder ISD will implement the model of Asynchronous Instruction with built in synchronous learning times in which students will need to participate daily and/or weekly. Our LMS in Ponder ISD is Seesaw for PK-3, Google Classroom for grades 4-5, Edgenuity for 6-12, Canvas for On-Ramps and Dual Credit courses, and AP Classroom for AP courses.

## **METHODS OF IMPLEMENTATION FOR CONSIDERATION**

Using data from the parent survey, PISD will reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of virtual and in-person students may change over the course of the year, teacher assignments may also change to accommodate the instructional needs. In the schedules provided, input was collected through family engagement surveys, teacher surveys, emails, and virtual parent meetings. In order to maintain the movement of students between remote and in-person learning it is crucial that we maintain alignment across both platforms. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

### **I. INSTRUCTIONAL SCHEDULE:**

**Description:** Students and teachers will have time to interact and build a community of learners in both in-person and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

PISD teachers are initially assigned based on their strengths to be instructors in either remote or in-person pathways. All Ponder ISD teachers will be prepared to move fluidly between in person and remote learning in the event that circumstances change in our community. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. In person learners will be expected to interact with the LMS as a means to keeping track of and submitting assignments. There is likely to be student movement across models, and we at PISD are prepared to make this as seamless as possible.

**Remote Learning for Prekindergarten 3's & 4's – 180 minutes of both asynchronous and synchronous instruction.**

- This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 minutes of academic learning per TEA. In Ponder ISD, our current face to face instruction model has more than 180 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home.
- Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule. Teachers will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction.
- Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher's weekly schedule will reflect at least the 180 minutes of academic learning time that is required by TEA each day.
- Students will attend live sessions each day through Google Meet for community building, daily instruction, intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
- Content for core subject areas will be provided through Frog Street, Seesaw, as well as lessons developed by the classroom teacher who will design lessons within the district scope and sequence.
- Office hours for teachers will be during their individual conference periods or after school. Email is encouraged to set up appointments.
- Attendance will be taken daily in TxEIS, as determined through engagement.
- Grading will be the same as face-to-face learning and outlined in our PISD District Handbook and policy.
- The Learning Management System (LMS) for this grade level is Seesaw.
- Physical Education, Art, & Music- A bank of exercises, physical activities, art projects, as well as music lesson are provided and pushed out through Seesaw.
- Staff hours are: 7:25 am- 3:45 pm

**Remote Learning for Kinder-5 Schedule: - 180 minutes of both asynchronous and synchronous instruction.**

- This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 minutes of academic learning per TEA. In Ponder ISD, our current face to face instruction model has more than 180 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home.
- Students with specialized education services and supports (Special Education, 504 Services, English Language Students, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule. Teachers will help to ensure any

plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of students and their specific plans for instruction.

- Each campus will be sharing their learning schedules per grade level with families as we start the school year. The teacher's weekly schedule will reflect at least the 180 minutes of academic learning time that is required by TEA each day.
- Students will attend live sessions each day through Google Meet for community building, daily instruction, intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
- Content for core subject areas will be provided through Pearson Envision Math, HMH Into Reading, STEMscopes for Science, and Studies Weekly for Social Studies, Seesaw, as well as lessons developed by the classroom teacher who will design lessons within the district scope and sequence.
- Office hours for teachers will be during their individual conference periods or after school. Email is encouraged to set up appointments.
- Attendance will be taken daily in TxEIS, as determined through engagement.
- Grading will be the same as face-to-face learning and outlined in our PISD District Handbook and policy.
- The Learning Management System (LMS) for this grade level is Seesaw.
- Physical Education, Art, & Music- A bank of exercises, physical activities, art projects, as well as music lesson are provided and pushed out through Seesaw.
- Staff hours are: 7:25 am- 3:45 pm

### **Elementary Asynchronous Instructional Activities:**

Instruction that does not require having the student and teacher engaged at the same time. Students will learn from instruction that may not be delivered in real-time and includes various digital tools such as pre-recorded lessons.

- Asynchronous Instructional Activities may include, but are not limited to:
  - Student self-selected or teacher assigned reading and writing
  - Pearson online enVision math adoption
  - HMH Into Reading online language arts and reading adoption
  - STEMscopes online science adoption
  - Studies Weekly online social studies adoption
  - Independent practice
  - Skills based practice via online resources
    - Math - Prodigy
    - Education Galaxy
    - Reading- Lexia
  - Viewing a pre-recorded lesson

- Recorded read aloud
- Discussion Boards/Thought Questions/Reflections

**Elementary Synchronous Instructional Activities:**

Two-way, real-time/live virtual instruction between students and teachers conducted remotely through the use of a computer or other Internet capable electronic device or over the phone.

- Synchronous Activities may include, but are not limited to:
  - Read Alouds
  - Small group instruction
  - Number Talks
  - Classroom Connections
  - Direct instruction by a teacher via a mini lesson (on Google Meet)
  - Live lecture/lesson (on Google Meet)
  - Modeling of mathematical problem solving

**Remote Learning for 6-12: - 240+ minutes of both asynchronous and synchronous instruction.**

- Content for core subject areas will be provided through Edgenuity as well as the state adopted curriculum resources through digital access, Google Classroom, and Google Meet by the teacher when needed.
- The LMS Vizzle will be used as needed for SPED students when necessary.
- Some of the CTE courses at the high school level will be offered through iCEV, while being overseen by the appropriate CTE teacher.
- Daily schedules are provided to parents and students.
- Students will attend live sessions for connections, content instruction as needed, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
- Campus counselors will set up one-on-one guidance lessons as needed.
- Teachers will have office hours during their conference period.
- Schedules for the teachers will be provided to students and parents.
- Teachers will provide direct, synchronous instruction daily and/or weekly, as well as one-on-one, small/large group as needed.
- Appointments can be made by the teacher, student, or parent for a reteach or to answer questions during office hours or through email.
- Attendance will be taken daily in TXEIS, as determined through engagement.

- Grading will be the same as on-campus learning and outlined in our PISD District Handbook and policy.
- The Learning Management System (LMS) for grades 6-12 is Edgenuity & Google Classroom, Canvas for On-Ramps & Dual Credit, and AP Classroom for AP courses.
- The instructional materials provided through the LMS- Edgenuity, Vizzle, and state adopted materials will help to address students with disabilities and English Learners.

**Secondary Synchronous Instructional Activities:**

- Synchronous Activities may include, but are not limited to:
  - Small/Large Group Instruction
  - Classroom Connections
  - Direct Instruction by teacher via a mini lesson
  - Live Lecture/Lesson
  - Re-Teach
  - Modeling of mathematical problem solving

**Secondary Asynchronous Instructional Activities:**

- Asynchronous Instructional Activities may include, but are not limited to:
  - Student self-selected reading and writing
  - Writing assignments
  - Independent Practice
  - Skills based practice via online resources
  - Virtual labs
  - Viewing a pre-recorded lesson
  - Discussion boards/Thought Questions/Reflections
  - CTE assignments/projects

Students will submit their assignments online through the LMS. Students will be expected to engage daily to be counted present. Attendance will be measured by:

- Making progress in the learning management system
- Daily progress measured by the teacher and student interactions
- Turning in completed assignments via the LMS

*Please note: The following are sample schedules only. The remote learning teacher will set the schedule each week for direct teach, small group, and independent work. Students will also be able to complete learning outside of the designate times set for the school day; however, will have to complete the learning during the same day to be counted present for their engagement.*

**Elementary Recommended Schedule:**

**Weekly Schedule**

**Virtual Classes**

**Morning**

| Time   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|--|---|---|---|---|---|
| <b>8:00-8:10</b><br><b>Classroom meeting</b>                                   | 8:00-8:10<br>Classroom meeting<br>Restorative Circles                                       | 8:00-8:10<br>Classroom meeting<br>Restorative Circles                                       | 8:00-8:10<br>Classroom meeting<br>Restorative Circles                                       | 8:00-8:10<br>Classroom meeting<br>Restorative Circles                                       | 8:00-8:10<br>Classroom meeting<br>Restorative Circles |
| <b>8:10 - 9:10</b><br><b>Reader's Workshop</b><br><br><b>Phonics Word Work</b> | *Read aloud<br>*Mini lesson large group<br>*Independent practice<br>*Small group/Conference | Assessment<br>Guided Reading groups                   |
| <b>9:10 -10:10</b><br><b>Writer's Workshop</b><br><b>Handwriting 15 (min)</b>  | *Mini-lesson/large group<br>*Independent practice<br>*Small group/Conference                | Assessment<br>Small conference group                  |
| <b>10:10 - 11:40</b>   | *Math Workshop<br>*Small groups<br>*Conferring  | *Math Workshop<br>*Small groups<br>*Conferring  | *Math Workshop<br>*Small groups<br>*Conferring  | *Math Workshop<br>*Small groups<br>*Conferring  | Assessment<br>Small conference group                  |
| <b>11:40 - 12:30</b>   | Break/Recess<br>Time/Lunch  | Break/Recess<br>Time/Lunch  | Break/Recess<br>Time/Lunch  | Break/Recess<br>Time/Lunch  | Break/Recess<br>Time/Lunch                            |

**Afternoon**

|  |                  |                                 |                  |                                |              |
|--|------------------|---------------------------------|------------------|--------------------------------|--------------|
| <b>12:30- 1:30<br/>Science/Social<br/>Studies</b>  | Recorded lessons | Small group<br>work/Conferences | Recorded lessons | Small group<br>work/Conference | Assessment   |
| <b>1:30- 2:15<br/>Intervention (if<br/>needed)</b> | Google Meets     | Google Meets                    | Google Meets     | Google Meets                   | Google Meets |

**Electives (ex: Physical Education, Music, Art)-** There will be lessons posted in Seesaw with weekly assignments/activities available for each grade level.

**Teacher Attendance Tracking and Check In:** Each day the virtual teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes students logging into the appropriate LMS, completion of and turning in of assignments/activities, attending assigned Google Meets, as well as participation as a whole. Teachers will arrange regular check-ins with students- either one-on-one, or small/large group settings. At a minimum, students and teachers will check-in at least once a day through Google Meet.

**Additional Support for Students with Learning Needs**

For students with disabilities, PISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

**Junior High Recommended Schedule:**

**Virtual Learners Schedule**

|                    |               | 6th Grade   | 7th Grade | 8th Grade        |
|--------------------|---------------|---|-----------|------------------|
| Period             | Time          | Subject   |           |                  |
| morning routine    | 7:00-8:00am   | Wake up, brush your teeth, put on school clothes, eat breakfast |           |                  |
| 1st                | 8:00-9:00am   | Flex  | Flex      | Flex/Spanish/PIT |
|                    | 9:00-9:15am   | Q&A Time  |           |                  |
| 2nd                | 9:15-10:15am  | Math  | English   | History          |
| 3rd                | 10:15-11:15am | Science   | Math      | English          |
| 4th                | 11:15-12:15pm | Lunch/Group Meet  |           |                  |
| 5th                | 12:15-1:15pm  | History   | Science   | Math             |
| 6th                | 1:15-2:15pm   | English   | History   | Science          |
|                    | 2:15-2:30pm   | Q&A Time  |           |                  |
| 7th                | 2:30-3:30pm   | Flex  | Flex      | Flex/Spanish/PIT |
| after lessons      | 3:30-9:00pm   | Relax, play, have family time :)                                |           |                  |
| night time routine | 9:00-10:00pm  | Get ready for bed, lights out! Time for sleep                   |           |                  |

**Electives (ex: Physical Education, Music, Art)-** Electives will be assigned through Edgenuity & Google Classroom (when necessary). Students participating in athletics and/or band/choir will have the opportunity to participate face-to-face.

**Teacher Attendance Tracking and Check In:** Each day the virtual teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes students logging into the appropriate LMS, completion of and turning in of assignments/activities, attending assigned Google Meets, as well as participation as a whole. Teachers will arrange regular check-ins with students- either one-on-one, or small/large group settings. At a minimum, students and teachers will check-in at least once a day through Google Meet.

**Additional Support for Students with Learning Needs**

For students with disabilities, PISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

**High School Recommended Schedule:**

 **\*Recommended\***  
**H.S. Virtual Learning Schedule**

| Period          | Time             | Activity  |
|-----------------|------------------|---|
| Morning Routine | 7:00 - 8:00 a.m. | Wake up, brush your teeth, put on school clothes, eat breakfast |
| 1st period      | 7:56 - 8:44 a.m. | Math  |
| LOGIN           | BY 9:00 a.m.     | Login to LMS for Attendance/Teacher Check In                    |
| 2nd period      | 8:48 - 9:36      | Elective  |
| 3rd period      | 9:40 - 10:28     | English Language Arts   |
| 4th period      | 10:32 - 11:17    | Social Studies  |
| 5th period      | 11:21 - 12:06    | Elective  |
| 6th period      | 12:10 - 12:45    | LUNCH TIME! ENJOY!  |
| Check In        | 12:45 - 1:00     | Teacher Check In (Google Meet)                                  |
| 7th period      | 12:59 - 1:47     | Science   |
| 8th period      | 1:51 - 2:39      | Elective  |
| 9th period      | 2:43 - 3:30      | Elective  |
| After school    | 3:30 - 4:00      | Teacher Support - Email, schedule Google Meet, or phone call.   |

**Electives-** Depending on the course, Electives will be assigned through Edgenuity, Google Classroom, iCEV, or Canvas. Some electives will require synchronous instruction such as athletics, band, and choir, where students will have the opportunity to participate face-to-face.

**Teacher Attendance Tracking and Check In:** Each day the virtual teacher will be monitoring (along with district support) the required daily attendance and engagement levels of each of our students. The engagement level includes students logging into the appropriate LMS, completion of and turning in of assignments/activities, attending assigned Google Meets, as well as participation as a whole. Teachers will arrange regular check-ins with students- either one-on-one, or small/large group settings. At a minimum, students and teachers will check-in at least once a day through Google Meet.

**Additional Support for Students with Learning Needs**

For students with disabilities, PISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

## II. PISD Materials & Design

**Description:** PISD staff will implement TEKS Resource System and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, PISD will leverage each resource in the following way:

| Resource             | Primary Use in Material Design   |
|----------------------|--|
| Edgenuity            | <ul style="list-style-type: none"> <li><input type="checkbox"/> For adopted grade levels and content areas, Edgenuity will serve as an instructional materials resource for both in-person and remote learning at the secondary level. PISD will leverage Edgenuity materials in the order of the provided module/unit scope and sequence to ensure all TEKS are taught.</li> </ul>  |
| TEKS Resource System | <ul style="list-style-type: none"> <li><input type="checkbox"/> PISD will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new module/unit.</li> <li><input type="checkbox"/> PISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed, and insert additional prerequisite lessons into the scope and sequence as needed, and as appropriate for the order of the content.</li> <li><input type="checkbox"/> PISD will use the TRS Year at a Glance and Instructional Focus documents for all content areas.</li> <li><input type="checkbox"/> TEKS RS also offers performance assessments during the unit and at the end of each unit. Assessment questions can be added to Edgenuity as needed, or through Eduphoria, where the browser can be locked during assessments.</li> </ul> |

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|   |   |
|---|---|
| Other TEKS-based, state-adopted instructional materials | <input type="checkbox"/> In addition, PISD will leverage other TEKS-based, state-adopted instructional materials such as HMH Into Reading & Into Literature, Pearson Math, STEMscopes, Studies Weekly, etc... to support addressing unfinished learning within the scope and sequence and as personalized digital learning tools.   |
| Additional Resources                                    | <input type="checkbox"/> TExGUIDE<br><input type="checkbox"/> Vizzle<br><input type="checkbox"/> Lexia<br><input type="checkbox"/> Mystery Science<br><input type="checkbox"/> Discovery Education<br><input type="checkbox"/> TexQuest<br><input type="checkbox"/> E-Books<br><input type="checkbox"/> Destiny<br><input type="checkbox"/> Flocabulary<br><input type="checkbox"/> Brain Pop<br><input type="checkbox"/> MTA, for dyslexia |

| 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?  |
|-----------------|------------------|---|---|---------------------|---|--|
| Pre-K           | Pre-Kindergarten | Teachers will follow the district approved curriculum and instruction with embedded district resources. Other resources to be used include: | Frog Street<br><br>CIRCLE Progress Monitoring | Yes                 | Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. | Support for ELLs are embedded in our curriculum and additional supports from our ELL case manager will be provided for our students. Teachers are also ESL certified. Teachers are receiving specialized remote learning training by coordinators to address ELLs and the supports needed. |

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|                                     |     |  |  |            |  |   |
|-------------------------------------|-----|--|--|------------|--|---|
|                                     |     | Frog Street<br><br>CIRCLE- Learning Institute  |  |            |  |   |
| <b>Math Instructional Materials</b> | K-5 | <p>Teachers will follow the district approved curriculum and instruction with embedded district resources. Other resources to be used include:</p> <p>Envision (Savvas Realize)</p> <p>K-2: Guided Math</p> <p>Nearpod-Flocabulary</p> <p>TEXGUIDE</p> | <p>Envision Math- Universal Screener, Diagnostic, Progress Monitoring</p> <p>District Common Assessments</p> <p>Pre-Tests over major concepts- Formative</p> <p>STAAR Interim Assessment (Fall, Spring)</p> <p>Benchmark-Released STAAR test (Spring)</p> <p>STAAR Mathematics</p> | <b>Yes</b> | <p><b>Instructional Interventions for students with disabilities</b></p> <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Vizzle (K-5) Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> <li>• Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</li> </ul> |

ASYNCHRONOUS PLAN TEMPLATE

|  |             |  |  |                   |  |  |
|--|-------------|--|--|-------------------|--|--|
| <p><b>Math Instructional Materials</b></p> | <p>6-12</p> | <p>Teachers will follow TEA standards and district approved scope and sequence to align all materials within Edgenuity to the appropriate TEKS. Other resources to be used when needed include:</p> <p>Algebra 1: Pearson</p> <p>Pearson Math Texas Geometry</p> <p>Pearson Algebra 2</p> <p>Math Models Application</p> <p>OnRamps Pre-Calculus:<br/>Discovery Pre-Calculus</p> <p>TExGUIDE</p> | <p>District Common Assessments</p> <p>Pre-Tests</p> <p>Semester Exams (Fall, Spring)</p> <p>6-8: STAAR Interim Assessment (Fall, Spring)</p> <p>Algebra 1: STAAR Interim Assessment (Fall &amp; Spring)</p> <p>6-8: STAAR Mathematics</p> <p>Algebra 1: Mathematics EOC</p> <p>AP Calculus AB and BC: AP Testing</p> | <p><b>Yes</b></p> | <p><b>Instructional Interventions for students with disabilities</b></p> <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Vizzle Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> <li>•Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</li> </ul> |
|--|-------------|--|--|-------------------|--|--|

ASYNCHRONOUS PLAN TEMPLATE

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| <p><b>ELA Instructional Materials</b></p> | <p>K- 5</p> | <p>Teachers will follow the district approved curriculum and instruction- Houghton Mifflin Harcourt: Into Reading, with embedded district resources. Other resources to be used include:</p> <p>First Strokes Handwriting</p> <p>Lexia Core5 Reading</p> <p>Nearpod-Flocabulary</p> <p>TExGUIDE</p> | <p>Lexia Core5 Indicators of Progress (ISIP) (BOY, MOY, EOY)</p> <p>Grade K: Letter/Sound Screener</p> <p>Diagnostic Tools</p> <p>Into Reading Growth Benchmark Assessment System (HMH) (BOY, MOY, EOY)</p> <p>Common District Assessments</p> <p>Pre and Post-Assessments (reading) every grading period</p> <p>Writing Assessments and Writing Portfolios</p> <p>Grades 3-5: TEA Interim Fall and Spring Assessments and district Benchmark tests</p> <p>STAAR Testing</p> | <p><b>Yes</b></p> | <p><b>Instructional Interventions for students with disabilities</b></p> <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Vizzle (K-5) Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> <p>Lexia Core5 Reading</p> <p>Reading Recovery</p> <p><b>Instructional Interventions for students with Dyslexia</b></p> <p>For eligible students, dyslexia services will be provided through face-to-face Google Meet with the dyslexia therapist. The dyslexia therapist determines the daily schedule and group, in collaboration with the child’s classroom teacher and campus master schedule.</p> <p>Specialized Programs:</p> <p>Take Flight: A Comprehensive Intervention for Students with Dyslexia (K-12)</p> <p>Reading Readiness Skills (K-2)</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p> |
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|   |             |   |  |                   | <p>Section 504</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations, supports and services document in the 504 plan.</p>   |   |
| <p><b>ELA Instructional Materials</b></p> | <p>6-12</p> | <p>Teachers will follow TEA standards and district approved scope and sequence to align all materials within Edgenuity to the appropriate TEKS. Other resources to be used when needed include:</p> <p>Houghton Mifflin Harcourt: Into Literature</p> <p>TExGUIDE</p> | <p>District Common Assessments</p> <p>Pre-Tests</p> <p>Semester Exams (Fall, Spring)</p> <p>6-8: STAAR Interim Assessment (Fall, Spring)</p> <p>English I &amp; II: STAAR Interim Assessment (Fall, Spring)</p> <p>6-8: STAAR Reading</p> <p>7: STAAR Writing</p> <p>English I &amp; II: STAAR EOC</p> | <p><b>Yes</b></p> | <p><b>Instructional Interventions for students with disabilities</b></p> <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations, supports and services document in the 504 plan.</p> <p>Vizzle Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p> |

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| <p><b>Science Instructional Materials</b></p> | <p>K-5</p>  | <p>Teachers will follow the district approved curriculum and instruction with embedded district resources. Other resources to be used include:</p> <p>STEMscopes</p> <p>Mystery Science</p> <p>Science Fusion: HMH</p> <p>Nearpod-Flocabulary</p> <p>TExGUIDE</p> | <p>District Common Assessments</p> <p>Performance Tasks</p> <p>Science Benchmark for 5th grade</p> <p>STAAR Interim Testing</p> <p>5<sup>th</sup> Science STAAR</p> | <p><b>Yes</b></p> | <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations, supports and services document in the 504 plan.</p> <p>Vizzle (K-5) Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p> |
| <p><b>Science Instructional Materials</b></p> | <p>6-12</p> | <p>Teachers will follow TEA standards and district approved scope and sequence to align all materials</p>   | <p>District Common Assessments</p> <p>Semester Exams (Fall, Spring)</p>   | <p><b>Yes</b></p> | <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students</p>   | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide</p>  |

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|  |            | <p>within Edgenuity to the appropriate TEKS. Other resources to be used when needed include:</p> <p>Science Fusion: HMH</p> <p>Pearson Biology &amp; Chemistry</p> <p>Cengage: Anatomy &amp; Physiology</p> <p>Cengage: Forensic Science Fundamentals</p> <p>TExGUIDE</p> | <p>TEA Interim Assessment – (full assessment spring)</p> <p>Benchmark Test</p> <p>STAAR and EOCs</p> |                   | <p>receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations, supports and services document in the 504 plan.</p> <p>Vizzle Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p>   | <p>supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p> |
| <p><b>Social Studies Instructional Materials</b></p> | <p>K-5</p> | <p>Teachers will follow the district approved curriculum and instruction with embedded district resources. Other resources to be used include:</p> <p>Studies Weekly</p> <p>HMH: Into Reading</p>   | <p>District Common Assessments</p> <p>Teacher Created Assessments</p>                                | <p><b>Yes</b></p> | <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations,</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p>  |

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|  |             | <p>Nearpod-Flocabulary</p> <p>TEXGUIDE</p>  |   |                   | <p>supports and services document in the 504 plan.</p> <p>Vizzle Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p>  | <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p>  |
| <p><b>Social Studies Instructional Materials</b></p> | <p>6-12</p> | <p>Teachers will follow TEA standards and district approved scope and sequence to align all materials within Edgenuity to the appropriate TEKS. Other resources to be used when needed include:</p> <p>TEXGUIDE</p> | <p>District Common Assessments</p> <p>Teacher Created Assessments</p> | <p><b>Yes</b></p> | <p>Our District curriculum has embedded supports for students with disabilities. We provide modifications and accommodations to students based on their IEP. Remote teachers are expected to follow the district curriculum resources. In addition, to address the complex learning needs of students receiving specially designed instruction, the following resources are used throughout District specialized programs:</p> <p>Students with a Section 504 Plan will be provided a free, appropriate public education (FAPE) by receiving the accommodations, supports and services document in the 504 plan.</p> | <p>Support for ELLs are embedded in our curriculum and additional supports from our ELL coordinator will be provided for our students. Teachers are also ESL certified. In the case a student has a teacher that is not ESL certified, the ESL coordinator will meet with the student via Google Meet to provide supports. Teachers are also receiving specialized remote learning training by coordinators to address ELLs and the supports needed.</p> <ul style="list-style-type: none"> <li>•All teachers K-12 in core content and electives will incorporate English Language Proficiency Standards (ELPS).</li> <li>•Students will receive necessary linguistic accommodations appropriate for the student’s proficiency level in English.</li> </ul> |

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|  |  |  |  |  | <p>Vizzle Curriculum for students on an alternate curriculum, or who need heavily accommodated assignments</p> | <ul style="list-style-type: none"> <li>•ESL students will continue to receive support through ESL certified teachers, and ESL classes.</li> <li>•The LPAC (Language Proficiency Assessment Committee) will continue to monitor the progress of English Learners.</li> </ul> <p>Immediate, needed, designing interventions and supports will be provided by our Coordinator of ESL.</p> |
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**FEEDBACK TIMELINES**

Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided through TXEIS and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Teachers will maintain student and parent content logs.

Ponder ISD will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings, small group instruction, emails, or phone calls, to ensure student success. Each campus SPED, 504, GT, ELL, RtI & Dyslexia program coordinator will work with the remote teachers to ensure instructional materials will be provided with adaptations as needed for individual students' needs.

Students who do not engage remotely will be contacted by their teacher first. The parents will then be notified and engaged to encourage participation. If the situation remains unresolved the campus will conduct a home visit to promote student engagement.

| Component   | Explanation   |
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| How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ponder ISD is using our board approved, TEKS aligned curriculum for our asynchronous remote learning for all elementary students. Even though the standards and TEKS will be the same for both in-person and remote learners, specific lessons are being adapted to meet the unique needs of the remote learner.</li> <li><input type="checkbox"/> The remote learner will follow the same curriculum, Year-At-A-Glance, Unit Overviews, and Scope and Sequence, but specifics of lesson assignments may be adapted.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Our remote teachers will be meeting with face-to-face teachers weekly to ensure alignment is taking place for all students.</li> <li><input type="checkbox"/> Our remote and face-to-face teachers are putting all lessons into our LMS- Seesaw, which allows flexibility for both students and parents to access activities, assignments, and assessments.</li> <li><input type="checkbox"/> At the secondary level our remote teachers are working with the face-to-face teachers weekly to align courses within Edgenuity to ensure all TEKS are taught.</li> <li><input type="checkbox"/> Remote and face-to-face teachers will be utilizing Edgenuity, along with other online state-adopted materials, in their instruction.</li> <li><input type="checkbox"/> All of this will ensure that all students are following the same scope and sequence, and covering the same TEKS at the same time.</li> <li><input type="checkbox"/> When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</li> </ul>  |
| <p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p> | <p><b>SPED &amp; 504</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students in a remote environment will continue to have designated supports through their teachers, case managers, dyslexia therapists, behavioral therapists, and special education teachers.</li> <li><input type="checkbox"/> IEP's will be followed for each student no matter the learning environment; this is crucial for the success of our students.</li> <li><input type="checkbox"/> If needed, we will make home visits to provide supports, along with online content mastery and tutoring as necessary.</li> <li><input type="checkbox"/> Vizzle- an online TEKS resource will be made available as a supplement for lessons when needed for our SPED students at both elementary and secondary.</li> <li><input type="checkbox"/> Ponder ISD recognizes that during periods of school closures or intermittent breaks due to the COVID-19 pandemic, some students with IEPs may need to be on campus to effectively deliver services outlined in the student's plan, as some students may be better served on-campus via in-person services.</li> <li><input type="checkbox"/> The student's full schedule of services will be provided as documented in the current IEP. Revisions to the delivery of service type, location, or setting must be made by the ARD or 504 committee. The ARD or 504 committee must convene to determine the student's educational needs and schedule of services.</li> <li><input type="checkbox"/> The Admission, Review, and Dismissal (ARD) or 504 committee shall consider and document in a Contingency Plan, as part of the IEP for the provision of a free, appropriate public education (FAPE),</li> </ul> |

for in-person and remote learning environments. This allows for a seamless transition to be made should a required change to the learning environment occur.

**English as A Second Language**

- We will provide supports embedded within the curriculum for our ELL students with examples of instructional strategies.
- Students will receive individualized support from their teachers, as well as the ESL coordinator.
- The ESL coordinator will support the remote teacher by setting up small group meetings through Google Meets for intervention/re-teach opportunities as necessary.
- Teachers are receiving specific remote learning training throughout the year to assist our remote ELL students through team meetings.
- Our ESL Coordinators for elementary and secondary are also sharing resources through Google Drive to assist teachers in how to best serve our ELL students face-to-face and remotely.

### III. Student Progress

**Description:** Since remote learning took place from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. For the 20-21 school year, PISD will ensure multiple modes of data are collected from both remote and face-to-face learners, lessons are designed sufficiently, interventions and enrichments are implemented as needed, and support for students, teachers/staff, and families is given to help all students be successful.

| Component   | Explanation  |
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| What is the expectation for daily student engagement? | <ul style="list-style-type: none"> <li><input type="checkbox"/> Per TEA, there are three approved engagement methods:                             <ol style="list-style-type: none"> <li>1) Daily progress as defined in the approved district learning plan</li> <li>2) Daily progress via teacher-student interactions</li> <li>3) Completion and or turn in of assignments from the student to the teacher (email, online or mail)</li> </ol> </li> <li><input type="checkbox"/> Students are expected to participate each day within the LMS (Seesaw/Google Classroom or Edgenuity) and show progress through the curriculum.</li> <li><input type="checkbox"/> Students will be provided live interaction opportunities to get hands on support with the lessons, or may work through the lesson within the LMS.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> If a student is absent, teachers will follow our attendance procedures of contacting the student, home visits, providing additional supports, asking the student to return to the building if not participating in remote, and provide social emotional supports through counseling if needed.</li> <li><input type="checkbox"/> Remote teachers will check their learning platforms daily and are expected to follow the school day schedule so that students have the supports needed to be successful.</li> <li><input type="checkbox"/> Students have until 11:59 p.m. to engage within the LMS, but we as a district are encouraging and recommending that all students participate during school hours so that they may receive live interaction with a teacher for direct instruction, but can complete assignments any time throughout the full day.</li> </ul> <p><b>Student Participation Requirement</b></p> <p>To be a remote learner, the student is required to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate and engage each day through both teacher-guided and student-driven learning.</li> <li><input type="checkbox"/> Completing each assignment and submit to teacher by due dates.</li> <li><input type="checkbox"/> Complete each day's assignments within the learning platform of Seesaw/Google Classroom or Edgenuity.</li> <li><input type="checkbox"/> Participate in each class during regular school hours for required labs, debates, assessments, or teacher directed assignments each day, if requested.</li> <li><input type="checkbox"/> Follow the Ponder ISD Student Handbook and Code of Conduct.</li> <li><input type="checkbox"/> Complete all required assignments throughout the year for each course/subject.</li> <li><input type="checkbox"/> Have a designated workspace that is appropriate for school.</li> <li><input type="checkbox"/> Follow the dress code for Ponder ISD.</li> <li><input type="checkbox"/> Communicate with the teacher with any needed supports, interventions, or tutorials.</li> <li><input type="checkbox"/> Follow requirements for taking assessments that will include live proctoring by the teacher through the device camera.</li> </ul> |
| <p>What is the system for tracking daily student engagement?</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will be able to use Seesaw/Google Classroom/Edgenuity/Gradebook to follow a student's progress and ensure daily participation.</li> <li><input type="checkbox"/> Attendance process is the same in remote as in-person, but students will be able to participate in the online platform through 11:59 p.m.</li> <li><input type="checkbox"/> Teachers will follow our Grading and Reporting Handbook and must provide daily feedback through the appropriate LMS.</li> <li><input type="checkbox"/> At the secondary level Edgenuity progress reports are emailed to parents/students daily to update them on student progress.</li> <li><input type="checkbox"/> If students are not being successful, we will follow our RtI TIER plan with intervention support.</li> <li><input type="checkbox"/> Interventions will be provided virtually individually or in small group through Google Meet.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li><input type="checkbox"/> If interventions are not proving to help the student be successful, the SST (Student Support Team) will set up a parent conference to discuss the concerns and if further evaluation is needed.</li> <li><input type="checkbox"/> To earn credit for attendance students are required to engage <b>daily</b> in the lessons, complete and turn assignments in on time, interact with the teacher, and show progress in the learning.</li> <li><input type="checkbox"/> A student will be considered absent if the student does not have documented engagement listed above.</li> <li><input type="checkbox"/> Students who are receiving remote asynchronous instruction are considered enrolled on the first day the student participates through one of the engagement methods listed in this document.</li> <li><input type="checkbox"/> Daily attendance will be taken, and compulsory attendance will be followed. If a student is not engaged online, the normal truancy process will be followed (TEC, §25.092). <i>Students must be present for 90% of the required days of learning to be promoted to the next grade level or receive credit towards graduation, if in high school. Notes for absences will still be required if a student is in remote learning.</i></li> <li><input type="checkbox"/> Administrators will complete the Ponder ISD truancy process which includes phone calls, home visits, parent conferences, etc. Even for our remote learners, we will still provide supports to get our students involved in extracurricular and cocurricular activities since this is a proven strategy to keep students engaged and motivated.</li> </ul>  |
| <p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ponder ISD teachers will administer standards-aligned, pre-assessments to collect data to be used as a starting point for all students- remote and virtual.</li> <li><input type="checkbox"/> In grades K-5, students will participate in the Renaissance STAR assessment for reading used as a universal screener and progress-monitoring tool.</li> <li><input type="checkbox"/> Students in grade 3-5 will also be assessed in reading using district adopted HMH materials so the teacher can provide appropriate learning materials adjusted to their needs.</li> <li><input type="checkbox"/> For math, students in K-1 will be evaluated using a universal screener developed in ESGI.</li> <li><input type="checkbox"/> Students in grades 2-5 will take the Renaissance STAR math assessment for progress-monitoring.</li> <li><input type="checkbox"/> PISD will administer the Beginning of the Year (BOY) Assessment for grades 4-11 provided by TEA.</li> <li><input type="checkbox"/> Using the assessment data, personalized learning pathways will be developed.</li> <li><input type="checkbox"/> Teachers will use formative assessments to gauge student progress and to adapt the curriculum to support student learning.</li> <li><input type="checkbox"/> Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding.</li> <li><input type="checkbox"/> Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.</li> <li><input type="checkbox"/> Teachers will use the same digital platforms and tools through our Single-Sign-On Portal for both in-person instruction and remote asynchronous setting to maintain platform consistency.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers will collect data to determine if students are demonstrating sufficient growth and progress toward meeting the Ponder ISD expectation that each student demonstrate one year's growth within the course or subject.</li> <li><input type="checkbox"/> Tools within the different LMS programs provide the opportunity to create formative and summative assessments, track data, create student dashboards, and progress monitor.</li> <li><input type="checkbox"/> To ensure our students are following the Student Code of Conduct and the PISD ethical standards, teachers may require students to take online assessments at the same designated time/date or by appointment to enable monitoring through the use of GoGuardian.</li> <li><input type="checkbox"/> Students will also use AP Classroom for our Advanced Placement courses, and EDUPHORIA AWARE for general courses when necessary.</li> <li><input type="checkbox"/> If there are ever technological issues impeding a student's online progress, our PISD Tech Team is available to assist. Students can email a help ticket to our Technology Helpdesk <a href="mailto:help@ponderisd.net">help@ponderisd.net</a> or call the campus front office for assistance.</li> </ul>   |
| <p><b>What is the system for tracking student academic progress?</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and students will follow the Ponder ISD Grading and Reporting Handbook including EIA (Local) policies and other policies as well with both remote and in-person learners.</li> <li><input type="checkbox"/> Teachers will utilize Seesaw/Google Classroom/Edgenuity as our LMS for all remote work.</li> <li><input type="checkbox"/> Teachers will also incorporate Seesaw/Google Classroom/Edgenuity for in-person as well, so if the district must go into required remote, students/parents are familiar with the system and can quickly move to a remote setting without interruption in the learning.</li> <li><input type="checkbox"/> Progress monitoring occurs on a daily, weekly, and unit system following the scope and sequence of the district approved curriculum.</li> <li><input type="checkbox"/> Progress reports will be available to all students and parents every 3 weeks through Ascender Parent Portal, as well as report cards every 9 weeks.</li> <li><input type="checkbox"/> For secondary remote students' progress reports will be emailed daily to parents through Edgenuity.</li> <li><input type="checkbox"/> At the elementary, parents will also be notified through Seesaw/Google Classroom of their student's progress.</li> <li><input type="checkbox"/> The assigning of a grade in a particular course shall reflect individual student mastery of the skills and concepts of the course.</li> <li><input type="checkbox"/> Summative grades may include the following: major tests, essays, DCA's (District Common/Curriculum Assessments), 9 weeks assessments, projects, research papers, and presentations.</li> <li><input type="checkbox"/> Before a summative grade is assigned, the teacher is to have adequately taught the concept and the student is to have had sufficient opportunity to master the concepts before being evaluated. This process includes</li> </ul> |

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|  | <p>using appropriate checks for understanding, guided practice, and independent practice prior to a summative assessment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of formative grades may include: daily work, homework, quizzes, and class work.</li> <li><input type="checkbox"/> These grades should provide a balanced representation of the types of work completed during the course of the grading period. Students are to be provided multiple formative assessments prior to the summative assessment being given. Formative assessments may or may not be graded.</li> </ul>   |
| <p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will engage daily with each subject (elementary and secondary).</li> <li><input type="checkbox"/> Teachers are expected to provide feedback daily through Seesaw/Google Classroom/Edgenuity, and are expected to provide live interaction with the elementary remote learners at least once a day, and a minimum of once a week at the secondary level.</li> <li><input type="checkbox"/> Live interactions will be done through Google Meet.</li> <li><input type="checkbox"/> Parents will have access to their Ascender Parent Portal to see the official grades for their students.</li> <li><input type="checkbox"/> At the secondary level parents will also have access to daily Edgenuity reports to view student progress.</li> <li><input type="checkbox"/> Parents and students at the elementary level will be able to view their progress in Seesaw and/or Google Classroom.</li> <li><input type="checkbox"/> Providing only a numeric grade does not equate to student feedback for our remote learners. Examples of feedback may include but are not limited to:             <ul style="list-style-type: none"> <li>- Rubric feedback/description</li> <li>- Positive statements</li> <li>- Phone/Google Meet conference</li> <li>- Emails</li> <li>- Edgenuity/Seesaw/Google Classroom feedback</li> <li>- Small group Discussion/Intervention</li> <li>- Parent/Student Conference</li> <li>- Tutorials</li> <li>- Intervention Supports</li> <li>- Extra and Co-Curricular participation and support</li> </ul> </li> <li><input type="checkbox"/> Assessments will also be given for each subject and follow the scope and sequence.</li> <li><input type="checkbox"/> Pre and Post-tests, unit tests, exit tickets, formal assessments, etc. will be provided.</li> <li><input type="checkbox"/> All of this allows the teacher, student, and parent to know exactly where the student is academically. If interventions are needed, supports can be implemented.</li> <li><input type="checkbox"/> Each subject area has an assessment plan that all teachers (remote and in-person) must follow.</li> </ul> |

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|  | <input type="checkbox"/> Parents/Guardians can always request virtual or face-to-face meetings with their remote student’s teacher or administration if needed to discuss their student’s progress. |
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## IV. Implementation

**Description:** The goal of this work is to ensure seamless learning that consists of thoughtful lessons and activities.

### PARENTS/GUARDIANS

After remote learning orientation with our parents, and our face-to-face or virtual meetings, our goal is to conduct informational videos each month to share on our district’s website. Each video will be developed in a sequence of topics determined by high-interest and parent suggestions. These topics and suggestions will be submitted through our Q & A page on our website.

Constant communication will flow between our staff and parents through Google classroom, gradebook, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Parents will be added as guardians in the LMS to receive automatic weekly updates on progress, missing assignments, etc. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that PISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

### TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS/PRINCIPALS/ADMINISTRATIVE STAFF

| Component   | Explanation   |
|---|---|
| How will both initial and ongoing, job-embedded educator development opportunities occur? | <input type="checkbox"/> Since our district chose to do an asynchronous remote learning environment, our focus for ALL staff is to provide dedicated training to: <ul style="list-style-type: none"> <li>- Administrators/Teachers- Seesaw/Google Classroom/Edgenuity</li> <li>- How to Use/Standardization across content/Attendance/Grading</li> <li>- Social Emotional supports for remote learners</li> </ul> |

ASYNCHRONOUS PLAN TEMPLATE

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|  | <ul style="list-style-type: none"> <li>- Health and Safety Standards (District/Campus)</li> <li>- Curriculum and Instructional Technologists training on teaching remotely</li> <li>- Intervention supports for remote SPED/504/Dyslexia/Speech/RtI</li> <li>- Trauma Informed Care understanding and supports.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> PISD will utilize the strengths of in-house teachers to provide training in Google Classroom, Seesaw, and Edgenuity platforms along with lesson design for remote learning. They will receive training on Vizzle, Google Applications, and asynchronous learning.</li> <li><input type="checkbox"/> We are offering twelve days of training prior to school (August 5-24) along with ongoing training throughout the year with Professional Learning Communities that are subject based to assist with remote learning, along with ESL/SPED ongoing learning.</li> <li><input type="checkbox"/> October 23<sup>rd</sup>, and January 4<sup>th</sup> are designated days within the school calendar that will provide curriculum and instruction support for both in-person and remote learning.</li> <li><input type="checkbox"/> Region XI has offered training in platforms, lesson design, and virtual classroom design in a series called Engage By Design. This series has been offered to all teachers and is provided remotely.</li> <li><input type="checkbox"/> All curriculum material (including professional development opportunities through our different curriculum providers) has been moved to our single-sign-on Classlink portal, so that both in-person and asynchronous instructional material can be accessed.</li> <li><input type="checkbox"/> PISD offered administrators the following professional learning sessions in order to develop a stronger understanding of remote learning:             <ul style="list-style-type: none"> <li>o <b>Excellence in Remote Instructional Delivery</b> conducted by the Texas Education Agency</li> <li>o <b>Designing a Remote School Modules 1-3</b> conducted by the Texas Education Agency</li> </ul> </li> <li><input type="checkbox"/> PISD will work closely with our Educational Service Center - Region XI and other partners to plan support for remote learning.</li> <li><input type="checkbox"/> In addition, staff PISD teachers and staff will engage in ongoing professional learning that is specific to their content area and instructional materials.</li> </ul> |
| <p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Learning Community (PLC)/Data Driven Instruction planning time is conducted bi-weekly for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction.</li> <li><input type="checkbox"/> Principals and the Assistant Superintendent will ensure the following accountability processes are in place:             <ul style="list-style-type: none"> <li>- adherence to the schedule</li> <li>- attendance is monitored</li> <li>- implementation of the curriculum</li> <li>- grades submitted in a timely manner</li> </ul> </li> </ul>  |

ASYNCHRONOUS PLAN TEMPLATE

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|  | <ul style="list-style-type: none"> <li>- communication with families-attendance</li> <li>- PLC time is protected</li> <li>- family engagement</li> <li>- progress-monitoring data is utilized for learning purposes</li> <li><input type="checkbox"/> PISD does not employ in-house instructional coaches; however, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as <i>trainers-of-trainers</i> for various focus areas for remote learning.</li> <li><input type="checkbox"/> Job embedded training is the strongest when it is relevant to the current work and timely to meet the needs of our staff.</li> <li><input type="checkbox"/> Principals and the Assistant Superintendent will ensure the following accountability processes are in place: adherence to the schedule, attendance is monitored, implementation of the curriculum, grades submitted in a timely manner, communication with families-attendance, PLC/DDI time is protected, family engagement, and progress-monitoring data is utilized for learning purposes.</li> <li><input type="checkbox"/> Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.</li> </ul> |
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| Component   | Explanation   |
|---|---|
| How will you communicate the expectations for asynchronous instruction to families? | <ul style="list-style-type: none"> <li><input type="checkbox"/> Public website: PISD will maintain general information on its status for the public on our main webpage at <a href="https://www.Ponderisd.net">https://www.Ponderisd.net</a> and our remote learning website.</li> <li><input type="checkbox"/> Parents attend virtual orientation for remote learning when they request remote learning for their student.</li> <li><input type="checkbox"/> Parents are offered face-to-face meetings or virtual meetings with the remote teacher prior to beginning remote learning.</li> <li><input type="checkbox"/> As with any new learning environment, we are also addressing each email and phone call that comes in promptly to address any concern.</li> <li><input type="checkbox"/> Our virtual teachers and teams are available all throughout the day to respond to students and parents when issues arise, or clarity is needed.</li> <li><input type="checkbox"/> We have put our learning plan on our website and send updates as needed.</li> <li><input type="checkbox"/> Elementary and Secondary teachers have provided a syllabus that includes teacher contact information, tutoring, grading and reporting, curriculum, etc.</li> <li><input type="checkbox"/> Since students will and could flow into both learning platforms, all teachers of in-person and remote will provide a syllabus, along with lessons within the LMS.</li> </ul> |

What are the expectations for family engagement/support of students?

**Teacher/Staff Responsibilities:**

- Meet weekly with collaborative teams to plan instruction for students.
- Utilize the district curriculum materials and follow the scope and sequence provided by the TEKS Resource System.
- Provide intervention/tutoring as needed
- Provide parents with daily and weekly communication regarding upcoming learning content as well as student progress.
- Provide parents and students with office hours and/or conference period time.
- Be prepared to teach daily lessons and enter lesson plans weekly on time.
- Ensure parents are plugged in to the appropriate LMS- Seesaw, Google Classroom, Edgenuity to view student progress and communication.
- Update grades according to the PISD grading policy.
- Provide explicit instruction to students on due dates.
- Notify parents and administration when students are not engaging remotely, so plans can be put into place appropriately.

**Parent/Learning Coach Responsibilities:**

- Establish partnership with classroom teachers to ensure a smooth transition with face-to-face and remote learning.
- Establish routines and procedures for your student
- Assist your student in locating a space in the home that is ideal for learning.
- Check your email/Seesaw/Google Classroom/Edgenuity for communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your student process their learning.
- Attend district/campus trainings for implementation supports.
- Request assistance from teachers, as needed, to help your student be successful.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning as needed.
- Keep the campus updated on your current email and phone number.

**Student Roles & Responsibilities:**

- Establish daily routines for engaging in the learning process.
- Identify a space in the home where you are comfortable and can learn, work, and study successfully.
- Regularly check your LMS (Seesaw/Google Classroom/Edgenuity) for assignments and communication.
- Complete assignments with integrity and academic honesty.
- Communication with your teacher when you need assistance.
- Submit assignments daily. You cannot complete assignments all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend and engage in all classes according to your school schedule.
- Attend any intervention or tutorial session as established by your campus or teacher.
- Attend live instruction when requested, dressed appropriately in accordance to PISD dress code.
- When participating in a Google Meet for live instruction the student must display their face during the instruction.
- Ask your teacher questions to help you clarify content and participate in discussions.
- Charge your device daily to ensure you are ready for instruction and assignments.
- Notify your teacher or campus if you are having any issues with learning the content, assignments, Google Meet, or engaging online.

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

**Identifying Families who need Connectivity**

- Family surveys have been conducted to determine families in need of assistance. HotSpots have been ordered and distributed for those who disclosed not having access to Wi-Fi. In addition, the district widened the Wi-Fi access in parking lots of each campus and district office to allow another point of connectivity, even if services at home are temporarily down.

**Student Devices**

- All students in grades K-12 will have access to a Chromebook in both remote and face-to-face learning. If a student has an issue with their Chromebook and it is not working appropriately, replacements will be available if needed.

**Important District Contact Information:**

**For assistance regarding a course, assignment, or resource:**

The relevant teacher

**For assistance regarding a technology-related problem or issue:**

The PISD technology department:

Email at [helpdesk@ponderisd.net](mailto:helpdesk@ponderisd.net)

<http://help.ponderisd.net/portal>

**For a personal, academic or social emotional concern:**

Student's campus counselor

**For other issues related to distance learning:**

Student's campus principal or assistant principal

District Phone Number: 940-479-8200

Campus Phone numbers:

PHS-940-482-8210

PJH-940-482-8220

PES- 940-479-8230