

Asynchronous Plan 2020-2021

TEA Approved October 16, 2020

Santa Maria ISD

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Santa Maria, Texas 78592
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Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>SMISD students will engage in both synchronous and asynchronous learning. Students are required to be engaged daily with work. Every SMISD student who needs a hotspot or Chromebook has received one from the district; therefore every student has access to engage in synchronous instruction part of the day. Students are expected to log on daily to the Learning Management System (LMS), Google Classroom, to reference activities and assignments for the day. Through Google Classroom students will be guided to complete activities and projects, while deepening students’ understanding of concepts relevant to the assignment. Tasks will be listed to complete each week and include: instructional videos (by either teachers and/or 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>If students do not demonstrate engagement on a given date they will be marked absent for that day. Students participate daily by completing instructional tasks, participating in the synchronous sessions, (such as classroom connection, small group sessions etc.), answering questions, submitting assignments, and/or completing projects or submitting pictures of assignments and tasks. Daily student engagement expectations and progress are clearly defined, measurable, and published online for parents and students.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Every SMISD student who needs a hotspot or Chromebook has received one from the district; therefore every student has access to engage in synchronous instruction part of the day. In addition students will have access to recorded lesson to view in the evening. Each SMISD student at every grade level will have a weekly plan that is linked to TEKS-based lessons and products that they will be working on for core subjects and electives alike. These units would range from 1 – 6 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 are required to make progress towards completion of units through a series of synchronous & asynchronous actions.</p> <p>For PK-2, students learn primarily asynchronously in-line with TEA attendance funding, participating in 300+ total minutes of learning across modalities daily.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will interact with teachers daily via multiple mechanisms:</p> <ul style="list-style-type: none"> • Through LMS - Morning Connection (students in all grades will begin their day synchronously with their teacher) and/or daily bell ringer. • All students will engage daily in either asynchronous or synchronous instructional plans to facilitate learning. • Teachers will arrange regular check-ins with students - either one-on-one, and/or in small or large groups settings. At the elementary, mastery coaches will assist with check-ins.
<p>How will teacher/student interactions be differentiated for students with additional learning</p>	<p>For students with additional learning needs, SMISD 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</p>

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needs?	affirmative and corrective feedback. Through a partnership with Mercedes ISD Special Education Cooperative, special education students will be provided support to engage in their learning. For students who are mainstreamed into the regular education classroom, the special education teacher will monitor and contact students/parents to provide instructional support as determined by each students' individual education plan. In addition, the special education teacher will be available to assist with instructional materials or answer any questions or concerns. The Mercedes ISD Special Education Cooperative, Santa Maria ISD Bilingual Department, Santa Maria ISD Campus 504 and RtI Committees, will continue to provide support in accommodating materials for our Special Education, English Language, 504, and/or RTI learners.
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Daily Schedule PK3 & PK4		Instructional Minutes
	Students will login to Google Meet by 8:00 am to begin their school day (Announcements, Pledges, Character Education, and Review Daily Expectations)	30
	Reading Readiness	90
	Story Time & Writing Works Asynchronous Whole Group (may include optional synchronous instruction), Asynchronous Work Stations Small group synchronous teacher table	90
	Math Asynchronous Whole Group (may include optional synchronous instruction), Asynchronous Work Stations Small group synchronous teacher table	90
	Lunch	30
	Rest Play Time	45
	Science/SS Asynchronous Whole Group, Asynchronous Work Stations, Small group synchronous teacher table	45
	PE (Asynchronous)—Teacher Conference Period (8:30 am)	45
	Library / Intervention(Asynchronous/Synchronous)—Teacher PLC (11:30 am)	45

<h2 style="text-align: center;">Daily Schedule Kindergarten</h2>	<h3 style="text-align: center;">Instructional Minutes</h3>
Students will login to Google Meet by 8:00 am to begin their school day (Announcements, Pledges, Character Education, and Review Daily Expectations)	30
Reading readiness and Writing Asynchronous Whole Group (may include optional synchronous instruction) Asynchronous Work Stations Small group synchronous teacher table Istation	120
Lunch	30
Math Asynchronous Whole Group (may include optional synchronous instruction) Asynchronous Work Stations Small group synchronous teacher table Dreambox	90
SS Asynchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	45
Science Asynchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	45
PE (Asynchronous)—Teacher Conference Period (10:00 am)	45
Library / Intervention (Asynchronous/Synchronous)—Teacher PLC (11:45 am)	45

<p align="center">Daily Schedule 1st-2nd Grade</p>	<p align="center">Instructional Minutes</p>
<p>Students will login to Google Meet by 8:00 am to begin their school day (Announcements, Pledges, Character Education, and Review Daily Expectations)</p>	<p align="center">30</p>
<p>Reading and Writing Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table Istation</p>	<p align="center">120</p>
<p>Math Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table Istation</p>	<p align="center">90</p>
<p>Lunch</p>	<p align="center">30</p>
<p>SS Asynchronous Whole Group Asynchronous Work Stations</p>	<p align="center">45</p>
<p>Science Asynchronous Whole Group (may include synchronous instruction) Asynchronous Work Stations</p>	<p align="center">45</p>
<p>PE (Asynchronous)—Teacher Conference Period (1st grade 12:40 pm & 2nd grade 2:00 pm)</p>	<p align="center">45</p>
<p>Library / Computer Lab / Intervention (Asynchronous/Synchronous)—Teacher PLC (1st grade 8:30 & 1:15 pm)</p>	<p align="center">45</p>

<h2 style="text-align: center;">Daily Schedule 3rd-5th Grade</h2>	<h3 style="text-align: center;">Instructional Minutes</h3>
Students will login to Google Meet by 8:00 am to begin their school day (Announcements, Pledges, Character Education, and Review Daily Expectations)	30
Reading and Writing Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table Istation	120
Math Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	90
Lunch	30
SS Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	45
Science Synchronous Whole Group Asynchronous Work Stations Small group synchronous teacher table	45
Tutorials & Intervention / Library(Asynchronous/Synchronous) Teacher PLC (3 rd grade 12:30 pm, 4 th grade 2:00 pm, 5 th grade, 2:45 pm)	45
PE (Asynchronous)—Teacher Conference Period (3 rd grade 1:15 pm, 4 th grade 2:00 pm, 5 th grade, 2:45 pm)	45

Daily Schedule 6th-8th Grade	Instructional Minutes
Login to your google meet by 8:00 sharp to begin your day! Every student in middle school is provided with an intervention class period in reading and math courses.	
Morning Check-In	15
1st Period	48
2nd Period	48
3rd Period	48
4th Period	48
Lunch	30
5th Period	48
6th Period	48
7th Period	48
8th Period	48
Homework or additional time needed for work / Tutorials (After School)	

Daily Schedule 9th-12th Grade		Instructional Minutes
Login to your google meet by 8:00 sharp to begin your day! Every student in high school is provided with an intervention class period in reading and math courses, as needed.		
1st Period		50
2nd Period		50
3rd Period		50
4th Period		50
5 th Period		60
Lunch		30
6th Period		50
7th Period		50
8th Period		55
Homework or additional time needed for work / Tutorials (After School)		

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

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	<u>All</u>	Texas Home Learning 3.0 TEKS Resource System	Campus Created resources (TEKS Resource System) Campus/Teacher Created Assessments	Yes	Access to Supplemental Aids Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous, Asynchronous, or In Class Support services. Accommodations and/or Modifications to instructional Materials applied according to the student’s IEP. For special circumstances, access to Unique Learning System as a replacement to campus courseware. Parent Training will be provided as needed.	TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish. Students will have Spanish/English dictionary and supports provided through ESL strategies and ESL pull-out program. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	<u>Elementary (PK-5th)</u> <u>(K-5th)</u>	Istation Pearson Education Galaxy		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.

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	(1 st -5 th)	Renaissance Learning Study Island Brain Pop Kamico				
	(3 rd -5 th)	STAAR Test Maker STAAR One STAAR Master Mentoring Minds				
	<u>Secondary</u> (6 th -8 th)	Teksing towards STAAR Study Island		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
	<u>Secondary</u> (9 th -12 th)	Edmentum Plato Courseware Edmentum Plato Assessments Study Island HMH Edgenuity		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
ELA	<u>All</u>	Texas Home	Campus Created	Yes	Access to Supplemental Aids	TX Home Learning 3.0 includes

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<p>Instructional Materials</p>		<p>Learning 3.0 TEKS Resource System</p>	<p>resources (TEKS Resource System) Campus/Teacher Created Assessments</p>		<p>Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous, Asynchronous, or InClass Support services.</p> <p>Accommodations and/or Modifications to instructional Materials applied according to the student’s IEP.</p> <p>For special circumstances, access to Unique Learning System as a replacement to campus courseware.</p> <p>Parent Training will be provided as needed.</p>	<p>built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.</p> <p>Students will have Spanish/English dictionary and supports provided through ESL strategies and ESL pull-out program.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
	<p>Elementary (PK) (PK-5th) (K-5th)</p>	<p>Pearson Istation Reading Eggs McGraw Hill Houghton Mifflin Renaissance Learning (MyOn & Online) SRA</p>		<p>Yes</p>	<p>Supplemental aids and/or accommodations and/or modifications followed as per IEP.</p>	<p>Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.</p>

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	(1 st -5 th)	Scholastic Study Island Kamico STAAR Test Maker STAAR One				
	(3 rd -5 th)	Forde-Ferier STAAR Ready Mentoring Minds STAAR Master				
	<u>Secondary</u> (6 th -8 th)	Istation McGraw Hill Study Island Macknvia Pearson ESL Smart		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	ELL support inserts available. Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
	<u>Secondary</u> (9 th -12 th)	Edmentum Plato Courseware Edmentum Plato Assessments		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies and ESL pull-out program through implementation of ESL Reading Smart as determined by LPAC

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		Study Island Pearson Edgenuity ESL Reading Smart				committee.
Social Studies Instructional Materials	All	TEKS Resource System	Campus Created resources (TEKS Resource System) Campus/Teacher Created Assessments	Yes	Access to Supplemental Aids Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous, Asynchronous, or In-Class Support services. Accommodations and/or Modifications to instructional Materials applied according to the student's IEP. For special circumstances, access to Unique Learning System as a replacement to campus courseware. Parent Training will be provided as needed.	Students will have Spanish/English dictionary and supports provided through ESL strategies and ESL pull-out program. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
	Elementary (PK-5th)	Texas Home Learning 3.0 Pearson		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.

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	<p>(K-5th) Houghton Mifflin Study Island Brain Pop</p> <p>(1st-5th) STAAR One</p> <p>(3rd-5th) Britannica School TextQuest Research in Context</p>					Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
	<u>Secondary</u> (6th-8th)	Lowman Consultant		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
	<u>Secondary</u> (9th-12th)	Edmentum Plato Courseware Edmentum Plato Assessments Study Island Pearson HMH		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.
Science Instructional	<u>All</u>	TEKS Resource System	Campus Created resources (TEKS	Yes	Access to Supplemental Aids	Students will have Spanish/English dictionary and

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<p>Materials</p>			<p>Resource System) Campus/Teacher Created Assessments</p>		<p>Based on the student’s IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous, Asynchronous, or InClass Support services.</p> <p>Accommodations and/or Modifications to instructional Materials applied according to the student’s IEP.</p> <p>For special circumstances, access to Unique Learning System as a replacement to campus courseware.</p> <p>Parent Training will be provided as needed.</p>	<p>supports provided through ESL strategies and ESL pull-out program.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
	<p>Elementary (PK-5th) (K-5th) (1st-5th)</p>	<p>Texas Home Learning 3.0</p> <p>Pearson</p> <p>Brain Pop</p> <p>Study Island</p> <p>Kamico</p> <p>STAAR Test Maker</p> <p>STAAR One</p>		<p>Yes</p>	<p>Supplemental aids and/or accommodations and/or modifications followed as per IEP.</p>	<p>TX Home Learning 3.0 includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.</p> <p>Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.</p>

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	(3rd-5th)	<p>Britannica School</p> <p>TextQuest</p> <p>Research in Context</p>				
	<u>Secondary</u> (6th-8th)	<p>Edusmart</p> <p>Science Fusion</p>		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	<p>Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.</p> <p>ESLsmart</p>
	<u>Secondary</u> (9th-12th)	<p>Edmentum</p> <p>Plato</p> <p>Courseware</p> <p>Edmentum</p> <p>Plato</p> <p>Assessments</p> <p>Study Island</p> <p>ICEV</p> <p>Mcgraw-Hill</p>		Yes	Supplemental aids and/or accommodations and/or modifications followed as per IEP.	<p>Students will have Spanish/English dictionary and supports provided through ESL strategies as determined by LPAC committee.</p>

Explanations of how Instructional Materials meet the criteria:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>The district will continue to use our existing instructional materials as the basis for our curriculum for students. In addition, teachers may utilize Texas Home Learning (THL) 3.0 PreK-12th for ELA and Math, and PreK-5th for Science and Social Studies as an additional resource. Asynchronous students will follow the same scope, sequence, and curriculum as face-to-face students. This is to facilitate for students transitioning between learning modalities (e.g., remote and face-to-face) during the school year. Our materials are Texas Essential Knowledge and Skills (TEKS) aligned, as we utilize TEKS Resource System for our curriculum. All materials will be stored on our LMS and will be accessible to all students.</p> <p>Students will utilize a number of instructional software resources including iStation, Study Island, Edmentum Courseware, and others listed above for asynchronous learning, as well as for blended learning on-campus. These programs are tailored to support self-paced, adaptive, and personalized student learning. These programs will further support progress monitoring for all students.</p> <p>Teachers will receive professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence (refer to PD Plan for more information).</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p>The Mercedes ISD Special Education Cooperative, Santa Maria ISD Bilingual Department, Santa Maria ISD Campus 504 and RtI Committees, will continue to provide support to our teachers in accommodating materials for our Special Education, English Language, 504, and RtI learners.</p>

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

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<ul style="list-style-type: none"> • SMISD students are required to be engaged daily with work. Every SMISD student who needs a hotspot or Chromebook has received one from the district; therefore every student has access to engage in synchronous instruction part of the day. Students are expected to log on daily to Google classroom to reference activities and assignments for the day. If students do not demonstrate engagement on a given date, they will be marked absent. Students participate daily by completing instructional tasks, participating in the synchronous sessions, (such as calendar time, small group sessions etc.), answering questions, submitting assignments, and/or completing projects or submitting pictures of assignments and tasks. Daily student engagement expectations and progress are clearly defined, measurable, and published online for parents and students. • At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-5. In grades 6-12 teachers will check in with students through an assigned schedule during the teacher's conference period. • SMISD students are expected to check in at least once per day. • Students without internet will be provided instructional materials to pick up at their designated campus each week.

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<p>What is the system for tracking daily student engagement?</p>	<ul style="list-style-type: none"> ● SMISD will track their students’ engagement, using one of the following attendance markers: <ul style="list-style-type: none"> ○ Student Login through Google Classroom: ○ Daily Progress via student-teacher interaction or feedback ○ Completion/ Turn-in of assignments through various platforms <p>SMISD has sufficient Chromebooks for all students. SMISD has issued a Chromebook to every student that has requested one. The district is waiting for delivery of hotspots through Operation Connectivity to provide every student with internet access. Through the access of these devices students may be engaged with all asynchronous and synchronous classroom activities.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Attendance for daily engagement are described in the methods above and are similar to the ways students on campus or off campus would receive teacher support, peer interaction, individual work time, learning objectives achieved, activities completed and course work given by the teacher. Each unit, subsequent projects, and assignments will have an allotted time for completion. Students engaging with units, projects or assignments will also engage with instructional materials as if on campus. These opportunities will provide evidence that the student is making progress and engaging in the school work on a daily basis.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<ul style="list-style-type: none"> ● Students will receive feedback via multiple ways: <ul style="list-style-type: none"> ○ Projects/assignments: Students will turn in projects and assignments at a minimum weekly. Teachers will provide feedback on these projects and assignments in a consistent and frequent manner. This feedback will allow students to have a clear knowledge of their academic progress. ○ Instructional software: The software will provide real-time feedback on learning and assignments. This method also provides personalization of instruction to each student's needs and progress.

Tony Gonzalez Elementary School -- Attendance Asynchronous Weekly Contact Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Homeroom Teacher(PK3-5th)</u>	<u>Homeroom Teacher(PK3-5th)</u>	<u>Homeroom Teacher(PK3-5th)</u>	<u>Homeroom Teacher(PK3-5th)</u>	<u>Homeroom Teacher(PK3-5th)</u>
PK3& PK4 8:30 am-9:15 am	PK3& PK4 8:30 am-9:15 am	PK3& PK4 8:30 am-9:15 am	PK3& PK4 8:30 am-9:15 am	PK3& PK4 8:30 am-9:15 am
Kindergarten-10:00 am-10:45 am	Kindergarten-10:00 am-10:45 am	Kindergarten-10:00 am-10:45 am	Kindergarten-10:00 am-10:45 am	Kindergarten-10:00 am-10:45 am
1 st Grade-12:40 pm-1:25 pm	1st Grade-12:40 pm-1:25 pm	1st Grade-12:40 pm-1:25 pm	1st Grade-12:40 pm-1:25 pm	1st Grade-12:40 pm-1:25 pm
2 nd Grade-2:00 pm-2:45 pm	2nd Grade-2:00 pm-2:45 pm	2nd Grade-2:00 pm-2:45 pm	2nd Grade-2:00 pm-2:45 pm	2nd Grade-2:00 pm-2:45 pm
3 rd Grade-12:40 pm-1:25 pm	3rd Grade-12:40 pm-1:25 pm	3rd Grade-12:40 pm-1:25 pm	3rd Grade-12:40 pm-1:25 pm	3rd Grade-12:40 pm-1:25 pm
4 th Grade-2:00 pm-2:45 pm	4th Grade-2:00 pm-2:45 pm	4th Grade-2:00 pm-2:45 pm	4th Grade-2:00 pm-2:45 pm	4th Grade-2:00 pm-2:45 pm
5 th Grade-2:45 pm-3:30 pm	5th Grade-2:45 pm-3:30 pm	5th Grade-2:45 pm-3:30 pm	5th Grade-2:45 pm-3:30 pm	5th Grade-2:45 pm-3:30 pm

* Contact will be made every day during the teachers’ conference period and/or after school between 3:30 pm – 4:00 pm

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Santa Maria Middle School -- Attendance Asynchronous Weekly Contact Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Math Teacher</u></p> <p>Mr. A. Barreiro-11:20 am-12:08 pm</p> <p>Mr. I. Sanchez-11:20 am-12:08 pm</p> <p>Ms. S. Cantu-11:20 am-12:08 pm</p>	<p><u>ELA Teacher</u></p> <p>Ms. M. Gutierrez-3:10 pm-4:00 pm</p> <p>Ms. J. Martinez-3:10 pm-4:00 pm</p> <p>S. Nunez-2:20 pm-3:08 pm</p> <p>Mr. A. Trevino-10:30 am-11:18 am</p>	<p><u>Science Teacher</u></p> <p>Mr. E. Alonso-1:30 pm-2:18 pm</p>	<p><u>Social Studies Teacher</u></p> <p>Mr. L. Rios-9:40 am-10:28 am</p>	<p><u>Electives/Other</u></p> <p>Mr. A. Salas-9:40 am-10:28 am</p> <p>Ms. B. Vela-9:40 am-10:28 am</p> <p>Mr. J. Garcia-2:20 pm-3:08 pm</p> <p>Mr. J. Lotspeich-10:45 am-11:20 am</p> <p>12:08 pm-12:40 pm</p> <p>Ms. M. Guzman-1:15 pm-2:10 pm</p>

* Contact will be made every day during the teachers' conference period and/or after school between 4:00 pm – 4:30 pm

Santa Maria High School -- Attendance Asynchronous Weekly Contact Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>English Teacher</u></p> <p>Mr. G. Sierra-11:40 am-12:40 pm</p> <p>Mr. J. Casas-11:40 am-12:40 pm</p> <p>Mr. A. Trevino-10:30 am-11:18 am</p>	<p><u>Science Teacher</u></p> <p>Ms. A. Moreno-8:00 am-8:50 am</p> <p>Ms. M. Patel-8:00 am-8:50 am</p>	<p><u>Math Teacher</u></p> <p>Mrs. A. Mireles-2:10 pm-3:00 pm</p> <p>Mr. C. Cavazos-2:10 pm-3:00 pm</p> <p>Mr. A. Torres-1:15 pm-2:05 pm</p>	<p><u>Social Studies Teacher</u></p> <p>Ms. L. Goodge-3:05 pm-4:00 pm</p> <p>Mr. V. Martinez-3:05 pm-4:00 pm</p>	<p><u>PE/Athletics Teacher</u></p> <p>Ms. S. Garcia-3:05 pm-4:00 pm</p> <p>Mr. I. Gracia-9:50 am-10:40 am</p>
<p><u>ESL Teacher</u></p> <p>Mrs. N. Martinez-11:40 am-12:40 pm</p>	<p><u>Art Teacher</u></p> <p>Ms. M. Guzman-1:15 pm-2:10 pm</p>	<p><u>Spanish Teacher</u></p> <p>Mrs. K. Leal-10:45 am-11:35 am</p>	<p><u>Band Teacher</u></p> <p>Mr. J. Lotspeich-10:45 am-11:20 am</p> <p>12:08 pm-12:40 pm</p>	<p><u>Options Teacher</u></p> <p>Mr. A. Briones-8:55 am-9:45 am</p>
<p><u>Dual Teacher</u></p> <p>Mrs. S. Cuellar-11:40 am-12:40 pm</p>	<p><u>CTE Teacher</u></p> <p>Mr. J. Guzman-2:10 pm-3:00 pm</p> <p>Ms. C. Kafka-8:55 am-9:45 am</p>	<p><u>CTE Teacher</u></p> <p>Mr. J. Cavazos-3:05 pm-4:00 pm</p>	<p><u>CTE/Dual Teacher</u></p> <p>Ms. D. Van-3:05 pm-4:00 pm</p> <p>Mr. J. Ortiz-9:50 am-10:40 am</p>	<p><u>Other</u></p> <p>Mrs. F. Salinas-8:55 am-9:45 am</p> <p>Mr. A. Vasquez-8:55 am-9:45 am</p>

* Contact will be made every day during the teachers' conference period and/or after school between 4:00 pm – 4:30 pm

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

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<ul style="list-style-type: none"> • Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources. • Professional development provided initially in June-August 2020 (see PD calendar below). • Ongoing professional learning opportunities on Saturdays and on early release days as per approved district calendar. • Cover all grade levels and content areas that are participating in asynchronous learning. • The PD calendar below outlines methods for providing initial and ongoing professional development along with skills and tools that educators will need. • Teachers will receive PD on Google Sites and Nearpod. • Through our district technology trainers, ESC specialist, and Instructional coaches, teachers will have ongoing training & support.
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Educators will be supported through the initial onboarding process and ongoing topical discussion throughout the fall semester on how to effectively use Google Classroom, Sheets, Slides, and Docs to deliver course content. Through these tools teachers will be able to analyze data and know how students are using materials and activities. Increased opportunities to provide training modules at local campuses will be available throughout the year, including professional development on scheduled Saturdays and early release days (once every six weeks).</p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<ul style="list-style-type: none"> • Families and students have been provided with internet access (hotspots) in order to have online access. Through district provided Chromebooks families and students will have access to online curriculum. • Teachers will use social media platforms such as Remind and/or Class Dojo to communicate with parents. • District IT helpdesk is available to answer any technical questions. • Information is also available in student handbooks. • The STEM teachers at the secondary level and the STEAM teacher at the elementary will also be a resource to communicate with families • The Technology Coordinator will also provide support in accessing district online content. • The district website will provide announcements, tips, and updates. • The district will provide mail outs to families on important information. • Campus personnel will make traditional phone calls.

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<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to assist students with accessing their device, motivating students to start daily, and assisting students to stay on task. Parents will be expected to make regular contact with the students' teachers. Families will ensure students are following their schedule and completing assignments.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<ul style="list-style-type: none"> • District community engagement specialist along with the special programs (Santa Maria ISD ACE and Santa Maria ISD Migrant Dept.) will partner with campus leaders to provide support and resources to families. Distribution of resources will be coordinated through each campus' family engagement specialist. Virtual training will be available for teachers and students on delivering and receiving remote content • Virtual training will be available for teachers focused on understanding and effectively building positive classroom climate and culture in remote and on campus instructional settings. The technology department and/or campus personnel are available to provide technology guidance and support to families. • Families without internet access will receive hotspots to provide internet access.

SMISD Professional Learning Calendar		
Date	<u>Key Topics</u>	<u>Staff Attended</u>
June 1-2, 2020	Effective Border School Virtual Conference	Teachers
June 1, 2020	Google Classroom Stream Tab - Google Meet -Online PD	Teachers
June 2, 2020	TEKS Resource Planning	Teachers
June 3, 2020	Project RISE - Five Focus Areas (Option 1) (Project RISE Campuses ONLY)	Teachers
June 3, 2020	Project RISE - SLO Workshop Day 1 & Day 2 (Option 1) (Project RISE Campuses ONLY)	Teachers
June 3, 2020	Science Safety and Managing an Interactive Elementary Science Classroom	Teachers
June 4, 2020	Implementing the Streamlined TEKS for Elementary Social Studies	Teachers
June 4, 2020	Project RISE - Professional Learning Communities (PLC Option 1) (Project RISE Campuses)	Teachers
June 4, 2020	Thinking Mathematically About Multiplication and Division	Teachers
June 5, 2020	Teaching Literacy to Students with Significant Cognitive Delays in Pre-K through 3rd Grade (This will be	Teachers
June 6, 2020	Using Data to Drive Instruction Part 1	Teachers
June 8, 2020	GEAR-UP/STEM: "Code for Change"	Teachers

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June 9, 2020	How to Support Young Children in Strengthening Brain Connections	Teachers
June 9, 2020	Making the Reading and Writing Connection- 3 Day Training	Teachers
June 10-11, 2020	Reading and Analyzing Information Text	Teachers
June 16, 2020	POWER IN DATA Webinar Series Session 1: The Data Literacy Book: Many Shades of Data (virtual)	Teachers
June 17, 2020	Hitting the Target Through Purposeful Investigation in the Elementary Science Classroom	Teachers
June 17, 2020	Six Syllable Types Grades K-2	Teachers
June 18, 2020	K - 5 Math Questions that Matter - Using Quality Questions	Teachers
June 19, 2020	Math Questions That Matter	Teachers
June 22, 2020	Project RISE - SLO Workshop Day 1 & Day 2 (Option 4) (Project RISE Campuses ONLY)	Teachers
June 23, 2020	Bridging the Gap: Prioritizing Campus Learning Targets with Aligned Learning Growth Opportunities for Systemic	Teachers
June 23, 2020	Project RISE - SLO Workshop Day 1 & Day 2 (Option 4) (Project RISE Campuses ONLY)	Teachers
June 23, 2020	Six Syllable Types Grades 1-5	Teachers
June 23, 2020	Small differences can make a big difference: Know when and how to differentiate! (K-5 Mathematics)	Teachers
June 24, 2020	Project RISE - SLO Workshop Day 1 & Day 2 (Option 5) (Project RISE Campuses ONLY)	Teachers
June 24, 2020	POWER IN DATA Webinar Series Session 2: Data Literacy and Teacher Dispositions (virtual)	Teachers
June 25, 2020	Project RISE - SLO Workshop Day 1 & Day 2 (Option 5) (Project RISE Campuses ONLY)	Teachers
June 1, 2020	Keep Calm and Teach On: New ELAR	Teachers
July 15, 2020	Early Childhood Symposium 2020 Going Virtual	Teachers
July 14, 2020	Driving on the Right Side of the Road Children's Books: Literature that Save Lives	Teachers
July 16, 2020	POWER IN DATA Webinar Series Session 3: Assessment Literacy versus Data Literacy: What's the Big Deal and Does it Matter? (virtual)	Teachers
July 20, 2020	CS Discoveries workshop Day 1	Teachers

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July 21, 2020	CS Discoveries workshop Day 2	Teachers
July 22, 2020	CS Discoveries workshop Day 3	Teachers
July 22, 2020	Google Certified Educator - Level 1 (SUMMER ACADEMY) Zoom Webinar	Teachers
July 23, 2020	CS Discoveries workshop Day 4	Teachers
July 24, 2020	GEAR-UP Virtual Leadx Educator Academy	Counselor/Admin/Teachers
July 27, 2020	GEAR-UP Virtual Leadx Educator Academy	Counselor/Admin/Teachers
July 29, 2020	Google Certified Educator - Level 2 (SUMMER ACADEMY) Zoom Webinar	Teachers
July 30-31, 2020	Calibration Training for School Leaders and Teacher Leaders	Administrators
July 31, 2020	Project Based Learning Course	Teachers
June 15- August 30	Institute for New Teachers of the Gifted	Teachers
August 4, 2020	Tech Tools 101 for Synchronous and Asynchronous Instruction: Google Classroom, Zoom, Symbaloo	Administrators/Teachers
August 5, 2020	Tech Tools 101 for Synchronous and Asynchronous Instruction: Google Classroom, Zoom, Symbaloo	Administrators/Teachers
August 6, 2020	Tech Tools 101 for Synchronous and Asynchronous Instruction: Google Classroom, Zoom, Symbaloo	Administrators/Teachers
September 1-3, 2020	Campus Trainings: Curriculum Writing & Planning, Tech Tools Updates	Administrators/Teachers
September 5, 12, 19, 26, 2020	Campus Saturday Curriculum Writing & Planning –Tech Tools Updates	Administrators/Teachers
October 10 & 24, 2020	Campus Saturday Curriculum Writing & Planning –Tech Tools Updates	Administrators/Teachers

Expectations

- Students will be expected to turn in work every day and communicate with their teachers.
 - State standards require students meet a minimal amount of daily minutes to receive daily attendance.
 - SMISD will expect students to meet the minute requirements that the district requires for face-to-face instruction.
 - Instructional Minutes are aligned to district face-to-face minutes requirements.
- Grading guidelines for virtual school (synchronous and asynchronous instructional plans) will follow the same SMISD grading guidelines utilized for students enrolled in face-to-face instruction.
- A request to change an instructional setting must be provided at least a day prior to the end of the week. Parents will be able to make that request by emailing the school principal.
- A variety of educational platforms will be utilized for the virtual classroom, on the LMS (Google Classroom) including but not limited to Study Island, Istation, Nearpod, and/or Renaissance Learning. Students will be required to navigate grade-level appropriate platforms and submit assignments virtually through those platforms.
- Families of younger students will be expected to assist them to access the device, get started daily, and stay on task.
- SMISD has provided electronic devices (Chromebook) to every student that requested one (including Pk-2nd Grade).
- Parents will be required to sign a ***Virtual School Expectation Agreement***.
- Campus staff (administrators, counselors, teachers, etc.) will be available for one-on-one conferences by appointment during the day and after school for parent and student assistance through phone, Google Meet, or in person.
- Attendance will be taken daily in TxEIS, as determined through engagement. Grading will be the same as on-campus learning and outlined in our SMISD Handbook and policy.
- Students without internet will be provided instructional materials to pick up at their designated campus each week. The students with internet access will be able to print instructional materials through the LMS.

Additional Support and Special Services

- Resource services will be provided ***synchronously*** during core instructional time and/or during the resource/RTI/tutoring time.
- In-class support services will be provided during ***asynchronous*** OR ***synchronous*** instructional time depending on the need of the student and the teacher schedule.

Definitions:

- **Asynchronous** - instruction that does not require the instructor and student engaged at the same time
- **Synchronous** - two way, real-time/live, virtual instruction between teachers and students when students are not on campus