

Pasadena Independent School District Asynchronous Plan

Attestations

Instructional Schedule (Pages 3-13)

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - ✓ Half day PreK – 90 instructional minutes
 - ✓ Full day PreK – 180 instructional minutes
 - ✓ K through 5th grade – 180 instructional minutes
 - ✓ 6th through 12th grade – 240 instructional minutes

Materials Design (Pages 14-35)

- ✓ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - ✓ Assessments that ensure continued information on student progress remotely
 - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress (pages 36-37)

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ✓ Data from the Learning Management System (LMS) showing progress made that day
 - ✓ Curricular progress evidenced from teacher/student interactions made that day
 - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation (pages 38-44)

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
 - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

INSTRUCTIONAL SCHEDULE (Pages 3-13)

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

Elementary School (Grades PK-4)

Sample Daily Full Day PK-Grade 4 (may vary by grade level, teacher, and campus)

Time	Breakdown	Student Activity	Synchronous/ Asynchronous
10 minutes	10 minutes	Community Check-In / Social-Emotional Learning	Synchronous
150 minutes	60 minutes	Reader's Workshop <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom/Summit Learning Platform Activities 	Asynchronous
	35 minutes	<ul style="list-style-type: none"> Shared Reading Small Group Instruction 	Synchronous
	30 minutes	Writer's Workshop <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom Activities 	Asynchronous
	25 minutes	<ul style="list-style-type: none"> Shared Writing Small Group Instruction 	Synchronous
75 minutes	40 minutes	Mathematician's Workshop <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom Activities 	Asynchronous
	35 minutes	<ul style="list-style-type: none"> Math Routines Small Group Instruction 	Synchronous
25 minutes	25 minutes	Science <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom Activities 	Asynchronous
20 minutes	20 minutes	Social Studies <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom Activities 	Asynchronous
45 minutes	45 minutes	Fine Arts / PE / Other <ul style="list-style-type: none"> Recorded Video Seesaw/Google Classroom Activities 	Asynchronous
45 minutes	45 minutes	Planned Intervention and Enrichment	Synchronous

Elementary Example Daily Schedules

Grade Level	Regular Classroom	Bilingual Classroom	Personalized Learning (PL) Classroom
PK	Daily Schedule Full-Day Prek (Virtual) 2020-2021	Daily Schedule Full-Day Prek (Virtual) 2020-2021	
Kindergarten	Daily Schedule with RTI (Virtual Kindergarten)	Daily Schedule with RTI (Virtual Kindergarten Bil)	
Grade 1	Daily Schedule with RTI (Virtual Grade 1)	Daily Schedule with RTI (Virtual Grade 1 Bil)	
Grade 2	Daily Schedule with RTI (Virtual Grade 2)	Daily Schedule with RTI (Virtual Grade 2 Bil)	
Grade 3	Daily Schedule with RTI (Virtual Grade 3)	Daily Schedule with RTI (Virtual Grade 3 Bil)	
Grade 4	Daily Schedule with RTI (Virtual Grade 4)	Daily Schedule with RTI (Virtual Grade 4 Bil)	Personalized Learning Grade 4 Schedule (Virtual)

Middle & Intermediate School (Grades 5-8)

Sample Daily Instructional Schedule (Grades 5-8)

Time	Subject	Student Activity	Synchronous/ Asynchronous
10 minutes	SCHOOLWIDE ANNOUNCEMENTS	Schoolwide Community Announcements, Check-In, Social-Emotional Learning	Synchronous
50 minutes (minimum)	ELAR	<ul style="list-style-type: none"> • Instruction via Google Classroom and/or the Summit Learning Platform through ClassLink access • Video broadcasting and/or recording of lessons • Self-Directed Learning via Google Classroom and/or the Summit Learning Platform through Classlink access 	Asynchronous
	ELAR	<ul style="list-style-type: none"> • Initial Lesson Kickoff • Mini-Lesson Topic • Initial large group instruction contains synchronous portions of instruction • Daily small group instruction/intervention via video conferencing • Teacher Small Group Instruction • Intervention 	Synchronous
50 minutes (minimum)	MATH	<ul style="list-style-type: none"> • Instruction via Google Classroom and/or the Summit Learning Platform through ClassLink access • Video broadcasting and/or recording of lessons • Self-Directed Learning via Google Classroom and/or the Summit Learning Platform through Classlink access 	Asynchronous
	MATH	<ul style="list-style-type: none"> • Initial Lesson Kickoff • Mini-Lesson Topic • Initial large group instruction contains synchronous portions of instruction • Daily small group instruction/intervention via video conferencing • Teacher Small Group Instruction • Intervention 	Synchronous
50 minutes (minimum)	SCIENCE	<ul style="list-style-type: none"> • Instruction via Google Classroom and/or the Summit Learning Platform through ClassLink access • Video broadcasting and/or recording of lessons • Self-Directed Learning via Google Classroom and/or the Summit Learning Platform through Classlink access 	Asynchronous
	SCIENCE	<ul style="list-style-type: none"> • Initial Lesson Kickoff • Mini-Lesson Topic • Initial large group instruction contains synchronous portions of instruction • Daily small group instruction/intervention via video conferencing • Teacher Small Group Instruction • Intervention 	Synchronous

50 minutes (minimum)	SOCIAL STUDIES	<ul style="list-style-type: none"> • Instruction via Google Classroom and/or the Summit Learning Platform through ClassLink access • Video broadcasting and/or recording of lessons • Self-Directed Learning via Google Classroom and/or the Summit Learning Platform through Classlink access 	Asynchronous
	SOCIAL STUDIES	<ul style="list-style-type: none"> • Initial Lesson Kickoff • Mini-Lesson Topic • Initial large group instruction contains synchronous portions of instruction • Daily small group instruction/intervention via video conferencing • Teacher Small Group Instruction • Intervention 	Synchronous
45 minutes (minimum)	ELECTIVE 1	<p>Fine Arts/P. E./Elective</p> <ul style="list-style-type: none"> • Instruction via Google Classroom • Activity Logs • Practice Cards • Completion of Assignments 	Asynchronous
	ELECTIVE 1	<p>Fine Arts/P. E./Elective</p> <ul style="list-style-type: none"> • Initial Lesson Kickoff • Sectional Practices • Small Group Instruction • Perform, Produce, Play 	Synchronous
45 minutes (minimum)	ELECTIVE 2	<p>Fine Arts/P. E./Elective</p> <ul style="list-style-type: none"> • Instruction via Google Classroom • Activity Logs • Practice Cards • Completion of Assignments 	Asynchronous
	ELECTIVE 2	<p>Fine Arts/P. E./Elective</p> <ul style="list-style-type: none"> • Initial Lesson Kickoff • Sectional Practices • Small Group Instruction • Perform, Produce, Play 	Synchronous
Weekly	PLANNED INTERVENTION & ENRICHMENT	<ul style="list-style-type: none"> • Teacher Office Hours • Intervention Pull-Out • Enrichment & GT • Mentoring 	Synchronous

High School (Grades 9-12) Instructional Schedule (pages 8-11)

- *7 academic periods - 45 minutes each*
 - Access to LMSs and instructional materials through the ClassLink portal
 - LMSs
 - Most HS courses utilize Schoology LMS but a few utilize Google Classroom or adopted publishers' platforms
 - Some students opt for personalized learning of core subjects through the Summit Learning Platform
 - Large group instruction is comprised of synchronous and asynchronous events that include live or recorded video broadcasts and daily checks for understanding
 - Small group instruction/intervention is provided via video conferencing during class time and/or during scheduled intervention time to assist struggling students
- *1 mentoring/intervention block - 20 to 30 minutes*
 - Synchronous individual meetings via video conferencing are held for 10 minutes weekly to review and set learning goals, assess progress and need for intervention, to improve personal executive functions, and to establish and address social-emotional needs
 - Asynchronous onboarding and ongoing support/orientation tasks are provided to build distance learning proficiencies and confidence
 - Synchronous intervention opportunities with teachers are held to assist students in learning as determined by the teacher or the student

Sample Daily High School Student Schedule

Daily student schedules vary by campus but are very similar. Here is a typical daily high school student's schedule:

Time	Subject	Student Activity	Synchronous/ Asynchronous
45 minutes	ELAR	<ul style="list-style-type: none"> Initial large group instruction contains synchronous portions of instruction and includes video broadcasting and/or recording of lessons Daily small group instruction/intervention via video conferencing Self-Directed Learning via Schoology and/or the Summit Learning Platform through ClassLink access 	Asynchronous
	ELAR	<ul style="list-style-type: none"> Initial Lesson Kickoff Mini-Lesson Topic Instruction via Schoology and/or the Summit Learning Platform through ClassLink access Teacher Small Group Instruction Intervention 	Synchronous
45 minutes	MATH	<ul style="list-style-type: none"> Initial large group instruction contains synchronous portions of instruction and includes video broadcasting and/or recording of lessons Daily small group instruction/intervention via video conferencing Self-Directed Learning via Schoology and/or the Summit Learning Platform through ClassLink access 	Asynchronous
	MATH	<ul style="list-style-type: none"> Initial Lesson Kickoff Mini-Lesson Topic Instruction via Schoology and/or the Summit Learning Platform through ClassLink access Teacher Small Group Instruction Intervention 	Synchronous
30 minutes	ADVISORY	<ul style="list-style-type: none"> Schoolwide Community Announcements Social-Emotional Learning Tutoring Mentoring Study Time Practice Time 	Synchronous
45 minutes	SCIENCE	<ul style="list-style-type: none"> Initial large group instruction contains synchronous portions of instruction and includes video broadcasting and/or recording of lessons Daily small group instruction/intervention via video conferencing Self-Directed Learning via Schoology and/or the Summit Learning Platform through ClassLink access 	Asynchronous

	SCIENCE	<ul style="list-style-type: none"> ● Initial Lesson Kickoff ● Mini-Lesson Topic ● Instruction via Schoology and/or the Summit Learning Platform through ClassLink access ● Teacher Small Group Instruction ● Intervention 	Synchronous
45 minutes	SOCIAL STUDIES	<ul style="list-style-type: none"> ● Initial large group instruction contains synchronous portions of instruction and includes video broadcasting and/or recording of lessons ● Daily small group instruction/intervention via video conferencing ● Self-Directed Learning via Schoology and/or the Summit Learning Platform through ClassLink access 	Asynchronous
	SOCIAL STUDIES	<ul style="list-style-type: none"> ● Initial Lesson Kickoff ● Mini-Lesson Topic ● Instruction via Schoology and/or the Summit Learning Platform through ClassLink access ● Teacher Small Group Instruction ● Intervention 	Synchronous
45 minutes	ELECTIVE 1	<p>Fine Arts/P. E./Athletics/Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Instruction via Schoology ● Activity Logs ● Practice Cards ● Completion of Assignments 	Asynchronous
	ELECTIVE 1	<p>Fine Arts/P. E./Athletics/Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Initial Lesson Kickoff ● Sectional Practices ● Small Group Instruction ● Perform, Produce, Play 	Synchronous
45 minutes	ELECTIVE 2	<p>Fine Arts/P. E./Athletics Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Instruction via Google Classroom ● Activity Logs ● Practice Cards ● Completion of Assignments 	Asynchronous
	ELECTIVE 2	<p>Fine Arts/P. E./Athletics Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Initial Lesson Kickoff ● Sectional Practices ● Small Group Instruction ● Perform, Produce, Play 	Synchronous
45 minutes	ELECTIVE 3	<p>Fine Arts/P. E./Athletics Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Instruction via Google Classroom ● Activity Logs 	Asynchronous

		<ul style="list-style-type: none"> ● Practice Cards ● Completion of Assignments 	
	ELECTIVE 3	<p>Fine Arts/P. E./Athletics Elective/Pathway Course</p> <ul style="list-style-type: none"> ● Initial Lesson Kickoff ● Sectional Practices ● Small Group Instruction ● Perform, Produce, Play 	Synchronous
Weekly	PLANNED INTERVENTION & ENRICHMENT	<ul style="list-style-type: none"> ● Teacher Office Hours ● Intervention Pull-Out ● Enrichment & GT ● Mentoring 	Synchronous
Weekly	EXTRACURRICULAR TIME	<ul style="list-style-type: none"> ● After school rehearsals and practices 	Synchronous

Instructional Schedules

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>General: While the schedule is asynchronous in nature, there are many synchronous components including but not limited to built-in intervention time, opportunities for extension, small group instruction, and individual mentoring time during the instructional day. Using Classlink and an LMS, student progress is monitored, refined, and recorded.</p> <p>Students are expected to engage in the scheduled content asynchronously by levels as follows:</p> <ul style="list-style-type: none"> ● Elementary - 315 minutes per day. ● Middle School - 290 minutes per day ● Intermediate - 290 minutes per day ● High School - 300 minutes per day <p>Teacher schedules include planned intervention time to provide supplemental instruction for students with additional learning needs and/or to remediate any challenges students face in making progress in the curriculum. Additionally, teachers are available before and after school as needed and, for parents, during the teacher’s regularly scheduled daily conference time.</p> <p>The minimum amount of remote learning instructional time is similar to the number of minutes scheduled in the face-to-face schedule, and all students have access to the entire array of instructional courses available to their face to face peers.</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>To achieve instructional alignment, student engagement for asynchronous instruction correlates with the amount of time students are engaged in a full day of academic content on campus. Instruction and activities are completed primarily asynchronously, though students receive direct synchronous instruction and support through whole group experiences, small group instruction, and additional Response to Intervention (RTI) time.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>The expectation is that teachers will interact with students via timely synchronous and asynchronous instructional launches of the TEKS and learning outcomes in accordance with district pacing documents. Students can interact with teachers and peers daily during the interventions, small group instruction, and social-emotional activities via video conferencing.</p> <p>Teachers will monitor student progress via daily measures such as: turning in assignments, using discussion boards, systematic mentoring and intervention. Teachers will provide students with individual feedback on their responses /assignments, monitor individuals’ daily academic progress, adjusting instruction accordingly. In addition, students are expected to be online and actively engaged in learning either synchronously with their teacher and/or through assignments they complete and submit via their LMS, as appropriate for each day’s lessons. Students/parents, as age appropriate, are expected to check communication channels for messages and respond accordingly. They are expected to be responsive to teachers’ attempts to reach them by phone, text, email, and other means of communication.</p> <p>Mentoring is an on-going district practice with many schools incorporating weekly 1:1 goal setting and mentoring sessions. This is a consistent practice in our Personalized Learning classrooms and many schools have utilized this practice in blended classrooms.</p>

<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students will be selected to attend small group sessions based on their academic progress measured through activities completed in the LMS, and formative assessments during small group instruction. Teachers will meet synchronously with intervention groups via video conferencing platforms (for example, Google Meet or Zoom). Planned intervention time is scheduled for students with additional learning needs to receive supplemental instruction and/or to remediate any challenges students face in making progress in the curriculum. Teachers may also opt to meet 1:1 with students who may need additional support.</p> <p>Special Education: Students will be selected to certain small group or individual synchronous sessions based on their IEP needs and individual progress markers in the LMS. Additionally, they are provided services by the teacher of record and special education professional as indicated by the students service of instruction page in the IEP.</p> <ul style="list-style-type: none"> ● Markers in the LMS and IEP data collection will serve as diagnostics for teachers to identify students who need more 1:1 support. ● Special Education Teachers/Case Managers will communicate with teachers on an ongoing basis to ensure students' accommodations are being effective in supporting the students with additional learning needs. ● Teachers may also pull students aside for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress according to their IEP data collected. ● Intervention sessions can be conducted synchronously over video conferencing. <p>English Learners: English Learners will be supported through linguistic scaffolds in their LMS as well as in whole group, small group, and 1:1 interactions with teachers and peers. Teachers will utilize platform data, assessment data, and observations of student performance to determine appropriate differentiation. Teachers and paraprofessionals may also utilize L1 support as appropriate.</p> <p>504/Intervention/Dyslexia: Students eligible for services under MTSS/Response to Intervention or Section 504 will receive accommodations, services, and/or supports as outlined in their instructional plans. Accommodations and supports are provided through the students' LMS implemented by their grade level.</p> <ul style="list-style-type: none"> ● For students receiving additional support through MTSS/Intervention, teachers will monitor and utilize data from the platform, assessments, observations, and student participation to determine appropriate levels of support needed. Intervention students in need of intensive supports may be scheduled in a Tier 3 Reading Intervention Class in order to have their academic needs met. Those students can receive their intervention sessions synchronously with smaller student-to-teacher ratios. ● Teachers will implement accommodations and supports for students eligible under Section 504 through learning platforms and synchronous sessions. Campus 504 Coordinators will communicate with teachers on an ongoing basis to ensure students' accommodations are being effective in supporting the students with additional learning needs. ● Students identified with dyslexia and serviced under Section 504 will continue receiving services with a Dyslexia and Intervention Teacher. Students in need of direct instruction will have opportunities to meet with their teacher through video conferencing as outlined in their 504 plan. Dyslexia teachers will monitor students' progress in their program as well as their LMS. They will utilize the data collected to determine what additional supports are needed and differentiate as appropriate based on student needs.
--	--

MATERIAL DESIGN (pages 14-36)

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

General (All Core Subjects PK-12)

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 English Learners?
<p>General (All Core Subjects)</p>	<p>PK-12</p>	<p><u>Learning Management Systems</u></p> <ul style="list-style-type: none"> ● SeeSaw (PK-4th) ● Google Classroom (3rd -8th) ● Schoology (9th-12th) ● Summit Learning Platform (4th-12th) <p>Pasadena ISD Curriculum Documents are housed in the grade level LMS for F2F instruction. Virtual instruction is expected to follow the same scope and sequence with the same rigorous curriculum.</p> <p><u>PL-Personalized Learning (14,000 students)</u></p> <p>PL teachers and students use the Summit Learning PL platform that holds daily lesson plans, rigorous TEKS based tasks and additional resources.</p> <p><u>PK-12 Blended Learning Classrooms</u></p> <p>PK-12th grade teachers and students use the district scope and sequence to plan their instruction. All classrooms house TEKS based curriculum and rigorous tasks that can be found on subject and level based Google sites.</p>	<p>Daily progress monitoring using real-time data and feedback from daily assignments</p> <p>Campus and District Common Assessments</p> <p>MAP testing to assess beginning, middle and end of year progress</p>	<p>Yes</p>	<p>Special Education:</p> <p>Individual Education Plans will continue to be followed. Support for students with disabilities will include increased interaction with district support personnel and TEKS based instructional support programming such as Dreambox Learning to provide each individual the intervention and support that they need.</p> <p>504/Intervention/Dyslexia: Students with 504 Accommodation plans will have access to different accommodations and designated supports added through extensions in their LMS. This includes but is not limited to text-to-speech features, highlighting, large print, scaffolds, calculation aids, as well as mathematical charts and graphics.</p>	<p>(Bilingual Services) PK-6th: Students will continue to be serviced by certified bilingual teachers, bilingual paraprofessionals, and/or other teachers trained on the Sheltered Instructional Model.</p> <p>(ESL Services) 7th-12th: Students will continue to be serviced by certified ESL teachers and/or other professionals trained on the Sheltered Instructional Model.</p> <p>Other EL Supports: Identified and potential English Learners participating virtually in the bilingual/ESL program will continue to receive instructional supports commensurate with their language proficiency levels. Targeted instructional supports will be essential due to the limitations of a virtual setting. These supports include instruction in Spanish, ELD, and linguistically accommodated English instruction through the grade-level instructional platform, mirroring the roles of language usage and access as implemented in a face-to-face setting according to the district's bilingual continuum.</p> <p>Students who demonstrate a need for additional time and support will be provided with that help in PLC intervention classes and campus led PIE times.</p> <p>.Middle School EL Resources</p> <p>Secondary (7-12) ESL Resource Site</p>

Elementary Schools

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 English Learners?
ELEMENTARY MATHEMATICS						
Math Instructional Materials	PK-4th Grades	<p><i>District Created Curriculum/Scope and Sequence/Standard Clarification Pages</i></p> <p><i>enVision Math PK (OWL System)</i></p> <p><i>SeeSaw/Google Classroom/ Summit Learning Platform Lessons</i></p>	<p>SeeSaw/Google Classroom</p> <p>Summit Learning Platform Activities & Assessments</p> <p>Dreambox</p> <p>Digital District/Campus Based Assessments Common Assessments</p> <p>NWEA MAP Testing</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students' personalized education plan.</p> <p>Students with 504 Accommodation plans will have access to different accommodations and designated supports added through extensions in their LMS. This includes but is not limited to text-to-speech features, highlighting, large print, scaffolds, maps, and timelines.</p>	<p>Scaffolds Embedded in District Created Curriculum</p> <p>English Learner Supports</p> <p>PISD Mathematics Glossary</p> <p>Linguistic Supports</p> <p>Accessibility Resource Bank Index Page Titles and Subtitle</p>
ELEMENTARY LANGUAGE ARTS READING						
Language Arts Reading Instructional Materials	PK-4th Grades	<p><i>District Created Curriculum/Scope and Sequence/Standard Clarification Pages</i></p> <p><i>Fountas and Pinnell Literacy Systems</i></p> <p><i>Maravillas Benchmark Fonética & Gramática PK (OWL System)</i></p> <p><i>SeeSaw/Google Classroom/ Summit Learning Platform Lessons</i></p>	<p>SeeSaw/Google Classroom</p> <p>Summit Learning Platform Activities & Assessments</p> <p>Istation or Waterford Running Records</p> <p>Digital District/Campus Based Assessments Common Assessments</p>	Yes	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan</p> <p>LLI and Soluciones Curriculums</p> <p>Students with 504 Accommodation plans will have access to different accommodations and designated</p>	<p>ELD District Created Curriculum and recommended scaffolds</p> <p>Reading A to Z - ELL online support activities</p> <p>Linguistic Supports</p> <p>Accessibility Resource Bank Index Page Titles and Subtitle</p>

			NWEA MAP Testing		supports added through extensions in their LMS. This includes but is not limited to text-to-speech features, highlighting, large print, scaffolds, maps, and timelines.	
ELEMENTARY SCIENCE						
Science Instructional Materials	PK-4th Grades	<i>District Created Curriculum/Scope and Sequence/Standard Clarification Pages</i> <i>Think Central</i> <i>Discovery Education</i> <i>PK (OWL System)</i> <i>SeeSaw/Google Classroom</i> <i>Summit Learning Platform Lessons</i>	SeeSaw/Google Classroom Summit Learning Platform Activities & Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum Accommodations and/or modifications will be provided to students based on their individualized education plan. Students with 504 Accommodation plans will have access to different accommodations and designated supports added through extensions in their LMS. This includes but is not limited to text-to-speech features, highlighting, large print, scaffolds, maps, and timelines.	Recommended sheltered instruction strategies embedded into district curriculum Pictorial Vocabulary Cards Guided Note Takers Linguistic Supports Accessibility Resource Bank Index Page Titles and Subtitle

ELEMENTARY SOCIAL STUDIES

<p>Social Studies Instructional Materials</p>	<p>PK-4th Grades</p>	<p><i>District Created Curriculum/Scope and Sequence/Standard Clarification Pages</i></p> <p><i>Studies Weekly</i></p> <p><i>Discovery Education</i></p> <p><i>PK (OWL System)</i></p> <p><i>SeeSaw/Google Classroom</i></p> <p><i>Summit Learning Platform Lessons</i></p>	<p>SeeSaw/Google Classroom</p> <p>Summit Learning Platform</p> <p>Activities & Assessments</p> <p>District Digital Common Assessments</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Students with 504 Accommodation plans will have access to different accommodations and designated supports added through extensions in their LMS. This includes but is not limited to text-to-speech features, highlighting, large print, scaffolds, maps, and timelines.</p>	<p>Recommended sheltered instruction strategies embedded into district curriculum</p> <p>Guided Note Takers</p> <p>Linguistic Supports</p> <p>Accessibility Resource Bank Index Page Titles and Subtitle</p>
--	----------------------	---	---	------------	---	--

Middle & Intermediate School

Subject/ Course	Grade Level(s)	Instructional Materials (Publisher and Product names)	Progress Monitoring and Assessment	Is it TEKS aligned ?	What resources are included to support students with disabilities?	What resources are included to support ELs?
MIDDLE & INTERMEDIATE MATHEMATICS						
Math Instructional Materials	5-8	<i>Texas GO Math</i> <i>Engaging Mathematics</i> <i>DreamBox Learning</i> <i>Summit Learning Platform</i>	Campus & District Common Formative Assessments Teacher Assessments District/Teacher TEKS-Based Projects MAP Beginning, Middle, End of Year Assessments	Yes	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Classkick Visual Illustration Text to Speech Graphic Organizers	Supplemental Intervention/Differentiation Resources Kami Classkick Visual Illustration Text to Speech Graphic Organizers
MIDDLE & INTERMEDIATE LANGUAGE ARTS READING						
Language Arts Reading Instructional Materials	5-8	<i>SpringBoard</i> <i>Common Lit</i> <i>Read Squared</i> <i>Accelerated Reader</i> <i>Overdrive/Sora</i>	Campus & District Common Formative Assessments Reading Level Data Teacher Assessments District/Teacher TEKS-Based Projects MAP Beginning, Middle, End of Year Assessments	Yes	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers	<i>System 44</i> <i>Read 180</i> <i>English 3D</i> IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers

MIDDLE & INTERMEDIATE SCIENCE

Science Instructional Materials	5-8	<i>Think Central-Science Fusion</i> <i>Stemscopes</i> <i>ExploreLearning</i> <i>GIZMOS</i> <i>Summit Platform for Personalized Learning</i>	Campus & District Common Formative Assessments Reading Level Data Teacher Assessments District/Teacher TEKS-Based Projects MAP Beginning, Middle, End of Year Assessments	Yes	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers
--	-----	---	---	-----	---	---

MIDDLE & INTERMEDIATE SOCIAL STUDIES

Social Studies Instructional Materials	5-8	<i>National Geographic</i> <i>US History - McGraw Hill</i> <i>Texas History - McGraw Hill</i> <u>Gilder Lehrman Primary Source Documents</u> <i>Document Based Questions (DBQ) Project</i>	Campus & District Common Formative Assessments Reading Level Data Teacher Assessments District/Teacher TEKS-Based Projects MAP Beginning, Middle, End of Year Assessments	Yes	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers	IEPs & 504 Plans Supplemental Intervention/Differentiation Resources Kami Visual Illustrations Text to Speech Graphic Organizers
---	-----	--	---	-----	---	---

High School

Subject/ Course	Grade Level(s)	Instructional Materials (Publisher and Product names)	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
ENGLISH LANGUAGE ARTS						
English I-IV English I- IV Fundamental	9-12	<i>HMH Into Literature Texas Summit Learning Platform</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes, 100%	HMH supplementary resources IEPs Specially Designed Instruction Matrix Kami Visual Illustrations Text to Speech Graphic Organizers	HMH supplementary resources Visual Illustrations Text to Speech Kami Graphic Organizers Sheltered Instruction Strategies
English I-II Pre-AP	9-10	<i>College Board SpringBoard Pre-AP Classroom</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes, 100%	SpringBoard supplementary resources IEPs Kami Visual Illustrations Text to Speech Graphic Organizers	SpringBoard supplementary resources Visual Illustrations Text to Speech Kami Graphic Organizers Sheltered Instruction Strategies
AP English Language AP English Literature	11 12	<i>McGraw Hill AP English Language AP Classroom UWorld College Prep</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Aligned to College Board CED	McGraw Hill supplementary resources AP Classroom supplementary resources Accessibility features in UWorld IEPs Kami Visual Illustrations Text to Speech Graphic Organizers	McGraw Hill supplementary resources AP Classroom supplementary resources Accessibility features in UWorld Visual Illustrations Text to Speech Kami Graphic Organizers Sheltered Instruction Strategies

College Prep English	12	<i>HMH Into Literature Texas</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes, 100% Also aligned to San Jacinto College Student Learning Outcomes	HMH supplementary resources IEPs Kami Visual Illustrations Text to Speech Graphic Organizers	HMH supplementary resources Visual Illustrations Text to Speech Kami Graphic Organizers Sheltered Instruction Strategies
Reading I-II	9-12	<i>LANGUAGE! Live</i>	Daily CFAs Unit Pre and Post Assessments BOY, MOY, and EOY Benchmark Assessments	Yes	Word Training for Students with Basic Reading and/or Dyslexia Disabilities Scaffolded Text Training for Students with Language Comprehension Disabilities Videos Graphic Organizers IEPs Kami Visual Illustrations Text to Speech	Word Training for Students who Require Phonics Instruction in English Scaffolded Text Training for Students with Language Comprehension Deficits Videos Graphic Organizers IEPs Kami Visual Illustrations Text to Speech
Communication Applications Debate I-IV	Grades 10-12	<i>District PLC-created curriculum How to Prepare and Give a Speech</i>	Daily CFAs	Yes, 100%	IEPs Kami Visual Illustrations Text to Speech Graphic Organizers	Visual Illustrations Text to Speech Kami Graphic Organizers Sheltered Instruction Strategies
Journalism Photojournalism Advanced Journalism	10-12	<i>District PLC-created curriculum Adobe Lightroom and Photoshop</i>	Daily CFAs	Yes, 100%	IEPs Specially Designed Instruction Visual Illustrations Text to Speech Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
MATHEMATICS						
Algebra 1 Algebra 1-Fundamental	8-12	<i>McGraw Hill: Texas Algebra 1 Texas Geometry</i>	Daily CFAs	Yes 100%	MGH supplementary resources IEPs	Visual Representations Text to Speech

Geometry Geometry-Fundamental Algebra 2 Algebra 2-Fundamental PreCalculus		<i>Texas Algebra 2</i> <i>Texas PreCalculus</i> <u>Summit Learning Platform</u> <i>PISD Algebra 1</i> <i>PISD Geometry</i> <i>PISD Algebra 2</i> <i>PISD Precalculus</i> <i>Graphing calculator application</i>	PLC common assessments District unit assessments District semester exams		Specially Designed Instruction Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Algebraic Reasoning	10-11	<i>Cosenza & Associates Algebraic Reasoning</i> <i>Graphing calculator application</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes 100%	IEPs Specially Designed Instruction Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Statistics Algebra 3 - Independent Study in Mathematics	12	<u>Open Stax:</u> <i>HS Statistics</i> <i>College Algebra</i> <i>Graphing calculator application</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes 100%	IEPs Specially Designed Instruction Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
College Prep Mathematics	12	<u>AgileMinds Transition to College Mathematics</u> <i>Scientific calculator application</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes 100%	IEPs Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
AP Statistics AP Calculus AB AP Calculus BC	11-12	<u>AP Classroom</u> <i>Graphing calculator application</i>	Daily CFAs Common assessments District unit assessments	Yes 100%	IEPs Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers

			District semester exams		Graphic Organizers	Sheltered Instruction Strategies
Multivariable Calculus - Independent Study in Mathematics	12	<i>MIT Courseware Multivariable Calculus Graphing calculator application</i>	District unit assessments District semester exams	Yes 100%	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports	Visual Representations Text to Speech Kami/Embedded platform scaffolds and supports
SCIENCE						
Biology PAP Biology Biology Fundamental	9	<i>Pearson: Biology Texas Explore Learning Gizmos CK12 Amoeba Sisters Bozeman Science Summit Learning Platform</i>	Daily common formative assessments PLC common assessments District unit assessments District semester exams District Mock EOC	Yes 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Spanish Translation of text Multilingual Glossary Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers Sheltered Instruction Strategies
IPC IPC Fundamental	10	<i>McGraw-Hill Education- Integrated Physics and Chemistry Explore Learning Gizmos University of Colorado Boulder-Phet Simulations Stephen Murray Resources Khan Academy</i>	Daily common formative assessments PLC common assessments District unit assessments District semester exams	Yes 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Spanish Translation of text Multilingual Glossary Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers Sheltered Instruction Strategies

<p>Chemistry PAP Chemistry Physics</p>	<p>10-12</p>	<p><u>Pearson:</u> <i>Science: Chemistry Texas MyLab Mastering Physics</i> <i>Science: Aquatic Science</i> <i>Science: Environmental Science: Your World, Your Turn</i></p> <p><i>Explore Learning Gizmos</i> <i>University of Colorado Boulder-Phet Simulations</i> <i>Stephen Murray Resources</i> <i>Khan Academy</i> <i>Bozeman Science</i> <i>Summit Learning Platform</i></p>	<p>Daily common formative assessments</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p>	<p>Yes 100%</p>	<p>IEPs</p> <p>Specially Designed Instruction</p> <p>Visual Illustrations</p> <p>Supplemental Aids</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Anchor Charts</p> <p>Graphic Organizers</p>	<p>Multilingual Glossary</p> <p>Visual Illustrations</p> <p>Supplemental Aids</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Anchor Charts</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>Aquatic Science Environmental Systems</p>	<p>10-12</p>	<p><u>Pearson:</u> <i>Science: Aquatic Science</i> <i>Science: Environmental Science - Your World, Your Turn</i></p> <p><i>Texas Parks and Wildlife- Texas Aquatic Science</i></p>	<p>Daily common formative assessments</p> <p>PLC common assessments</p> <p>Campus semester exams</p>	<p>Yes 100%</p>	<p>IEPs</p> <p>Specially Designed Instruction</p> <p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p>	<p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>Anatomy & Physiology</p>	<p>11-12</p>	<p><i>G-W Online Textbooks- Anatomy and Physiology</i></p>	<p>Daily common formative assessments</p> <p>PLC common assessments</p> <p>Campus semester exams</p>	<p>Yes 100%</p>	<p>IEPs</p> <p>Specially Designed Instruction</p> <p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p>	<p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>Astronomy</p>	<p>11-12</p>	<p><i>Simulation Curriculum- Starry Night</i> <i>NASA Educator Resources</i></p>	<p>Daily common formative assessments</p> <p>PLC common assessments</p> <p>Campus semester exams</p>	<p>Yes 100%</p>	<p>IEPs</p> <p>Specially Designed Instruction</p> <p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p>	<p>Visual Illustrations</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>

Food Science	11-12	<i>Goodheart- Wilcox: Principles of Food Science</i>	Daily common formative assessments PLC common assessments Campus semester exams	Yes 100%	IEPs Specially Designed Instruction Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Forensic Science	11-12	<i>Cengage- Forensic Science: Fundamentals and Investigation</i>	Daily common formative assessments PLC common assessments Campus semester exams	Yes 100%	Specially Designed Instruction Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Scientific Research and Design	11-12	<i>NSTA Stem Student Research Handbook Explore Learning Gizmos University of Colorado Boulder-Phet Simulations Scienteer TED Talks</i>	Daily common formative assessments PLC common assessments Campus semester exams	Yes 100%	IEPs Specially Designed Instruction Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
AP Biology	10-12	<i>W.H. Freeman- Principles of Life Vernier-Pivot Interactives AP Classroom Resources UWorld</i>	Daily common formative assessments PLC common assessments District unit assessments District semester exams	Aligned to College Board	IEPs Specially Designed Instruction Matrix	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
AP Environmental Science	10-12	<i>Bedford, Freeman and Worth -Environmental Science for AP Vernier - Pivot Interactives AP Classroom Resources UWorld</i>	Daily common formative assessments PLC common assessments District semester exams	Aligned to College Board	IEPs Specially Designed Instruction	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies

AP Chemistry	11-12	<i>Cengage Learning-Chemistry (AP Edition)</i> <i>Vernier- Pivot Interactives</i> <i>AP Classroom Resources</i> <i>UWorld</i>	Daily common formative assessments PLC common assessments District semester exams	Aligned to College Board	IEPs Specially Designed Instruction	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
AP Physics 1-2	11-12	<i>Pearson-College Physics: A Strategic Approach</i> <i>Vernier- Pivot Interactives</i> <i>AP Classroom Resources</i> <i>UWorld</i>	Daily common formative assessments PLC common assessments District semester exams	Aligned to College Board	IEPs IEPs Specially Designed Instruction	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
AP Physics C	11-12	<i>Freeman-Physics for Scientists and Engineers</i> <i>Vernier- Pivot Interactives</i> <i>AP Classroom Resources</i> <i>UWorld</i>	Daily common formative assessments PLC common assessments District semester exams	Aligned to College Board	IEPs	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
SOCIAL STUDIES						
World Geography World Geography-Fundamental	9	Boehm, World Geography, 2016 McGraw-Hill Education Jarrett, Mastering the TEKS in World Geography, 2012 Jarrett Publishing	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes, 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies

<p>World History World History-Fundamental</p>	<p>10</p>	<p>Spielvogel, World History, 2016 McGraw-Hill Education Jarrett, Mastering the TEKS in World History, 2012 Jarrett Publishing</p>	<p>Daily CFAs PLC common assessments District unit assessments District semester exams</p>	<p>Yes, 100%</p>	<p>IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
<p>U.S. History U.S. History-Fundamental</p>	<p>11</p>	<p>Appleby, Brinkley, Broussard, McPherson, Ritchie, United States History since 1877, 2016 McGraw-Hill Education Jarrett, Mastering the TEKS in United States History since 1877, 2016 Jarrett Publishing</p>	<p>Daily CFAs PLC common assessments District unit assessments District semester exams Mock Exam</p>	<p>Yes, 100%</p>	<p>IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
<p>Government</p>	<p>12</p>	<p>United States Government, 2016 McGraw-Hill Education</p>	<p>Daily CFAs PLC common assessments District unit assessments District semester exams</p>	<p>Yes, 100%</p>	<p>IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>

Economics	12	Economics, 2016 McGraw-Hill Education	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes, 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Psychology	11/12	Kasschau, Understanding Psychology, 2014 McGraw-Hill Education	Daily CFAs PLC common assessments	Yes, 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Sociology	11/12	Shepard, Sociology & You, 2014 McGraw-Hill Education	Daily CFAs PLC common assessments	Yes, 100%	IEPs Specially Designed Instruction Visual Illustrations Adapted Texts Supplemental Aids Text to Speech Kami/Embedded platform scaffolds and supports Anchor Charts Graphic Organizers	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies

<p>AP Human Geography</p>	<p>9</p>	<p>Rubenstein, The Cultural Landscape, 11th edition, 2014, Pearson</p> <p>AMSCO Advanced Placement Human Geography, 2020 ed., Perfection Learning</p> <p>College Board AP Classroom</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Specially Designed Instruction</p> <p>Visual Illustrations</p> <p>Adapted Texts</p> <p>Supplemental Aids</p> <p>Text to Speech</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Anchor Charts</p> <p>Graphic Organizers</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>AP World History</p>	<p>10</p>	<p>Strayer Ways of the World: 3rd Edition, BFW Worth Publishers</p> <p>AMSCO Advanced Placement World History: Modern, 2020 ed., Perfection Learning</p> <p>College Board AP Classroom</p> <p>UWorld Test bank</p> <p>Benjamin Freeman, https://www.freeman-pedia.com/apworldmodern</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Schoology</p> <p>Kami</p> <p>AP Classroom</p> <p>U World platform</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>AP U.S. History</p>	<p>11</p>	<p>American History: Connecting with the Past, 15th Edition, McGraw-Hill</p> <p>AMSCO Advanced Placement United States History, 4th Edition, Perfection Learning</p> <p>College Board AP Classroom</p> <p>UWorld test bank</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Schoology</p> <p>Kami</p> <p>AP Classroom</p> <p>U World Platform</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>

<p>AP Government & Politics</p>	<p>12</p>	<p>Edwards, Wattenberg, Howell Government in America: People, Politics, and Policy, 17th Edition, Pearson plus Test Prep for AP w/MyPoliSci Lab</p> <p>AMSCO Advanced Placement United States Government & Politics, 3rd Edition, Perfection Learning</p> <p>College Board AP Classroom</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Schoology</p> <p>Kami</p> <p>AP Classroom</p> <p>Pearson My PoliSci Lab</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p> <p>Pearson My PoliSci Lab</p>
<p>AP Macroeconomics</p>	<p>12</p>	<p>Krugman's Macroeconomics for AP, 2nd Edition, BFW Worth Publishers</p> <p>AMSCO Advanced Placement Macroeconomics, 2020 ed., Perfection Learning</p> <p>College Board AP Classroom</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Schoology</p> <p>Kami</p> <p>AP Classroom</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>
<p>AP Psychology</p>	<p>11/12</p>	<p>Myers' Psychology for AP, 2nd edition, BFW Worth publishers</p> <p>AMSCO Advanced Placement Psychology, 2nd Edition, Perfection Learning</p> <p>College Board AP Classroom</p>	<p>Daily CFAs</p> <p>AP Classroom Personal Progress Checks</p> <p>PLC common assessments</p> <p>District unit assessments</p> <p>District semester exams</p> <p>District Mock Exam</p>	<p>Aligned to College Board</p>	<p>IEPs</p> <p>Schoology</p> <p>Kami</p> <p>AP Classroom</p>	<p>Visual Illustrations</p> <p>Text to Speech using Google extension or Schoology</p> <p>Kami/Embedded platform scaffolds and supports</p> <p>Graphic Organizers</p> <p>Sheltered Instruction Strategies</p>

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ESOL 1 - 2	9-10	<i>Houghton Mifflin Harcourt: Read 180 and System 44</i>	Read 180 and System 44 platform progress monitoring Daily CfAs PLC Common Assessments NEPA	Yes	Embedded platform scaffolds and supports IEPs Specially Designed Instruction Matrix	Embedded platform scaffolds and supports
ELDA 1-2	9-10	<i>Cambridge University Press: Touchstone Rosetta Stone: Foundations</i>	Rosetta Stone platform progress monitoring Daily CfAs PLC Common Assessments Touchstone Unit Assessments NEPA	Yes	Embedded platform scaffolds and supports (Rosetta Stone) Supplemental intervention/differentiation resources embedded in Schoology IEPs	Embedded platform scaffolds and supports (Rosetta Stone) Supplemental intervention/differentiation resources embedded in Schoology
ESL Reading 1 Research and Technical Writing	9-10	<i>Houghton Mifflin Harcourt: Read 180 System 44 Independent Reading Apps</i>	Read 180 and System 44 platform progress monitoring Daily CfAs NEPA	Yes	Embedded platform scaffolds and supports Supplemental intervention/differentiation resources IEPs Specially Designed Instruction Matrix	Embedded platform scaffolds and supports Supplemental intervention/differentiation resources

WORLD LANGUAGES

Spanish I, II, III, IV	9-12	<i>Pearson Autentico Summit Learning Platform</i>	Daily CFAs PLC common assessments District unit assessments District semester exams	Yes	IEPs Specially Designed Instruction Pearson supplementary resources	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
-------------------------------	------	---	--	-----	---	---

AP Spanish Language	9-12	<p><i>Pearson</i> <i>Abriendo Paso: Temas Y Lecturas</i> <i>MyAP.collegeboard.org</i> <i>AP Spanish: Preparing for the Language and Culture Examination Jose M. Diaz</i></p>	<p>Daily CFAs PLC common assessments District unit assessments District semester exams</p>	Yes	<p>IEPs Specially Designed Instruction Pearson supplementary resources</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
AP Spanish Literature	10-12	<p><i>Wayside</i> <i>Azulejo</i> <i>MyAP.collegeboard.org</i> <i>Pearson</i></p>	<p>Daily CFAs PLC common assessments</p>	Yes	<p>IEPs Specially Designed Instruction Matrix</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
French I, II, III, IV	9-12	<p><i>EMC</i> <i>EMC Passport</i></p>	<p>Daily CFAs PLC common assessments District unit assessments District semester exams</p>	Yes	<p>IEPs Specially Designed Instruction Matrix EMC Passport</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
AP French Language	11-12	<p><i>MyAP.Collegeboard.org</i></p>	<p>Daily CFAs PLC common assessments</p>	Yes	<p>IEPs Specially Designed Instruction Matrix</p>	<p>Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies</p>
American Sign Language (ASL) I & II	9-12	<p><i>Dawsign Press</i> <i>Signing Naturally Levels 1-3</i></p>	<p>Daily CFAs PLC common assessments</p>	Yes	<p>IEPs Specially Designed Instruction Matrix</p>	<p>Visual Illustrations Kami/Embedded platform scaffolds and supports Sheltered Instruction Strategies</p>

German I, II, III	9-12	https://www.nthuleen.com/teach/grammar.html	Daily CFAs PLC common assessments	Yes	IEPs Specially Designed Instruction Matrix	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
Latin I, II, III	9-12	<i>Cambridge University Cambridge Latin Stage I-IV</i>	Daily CFAs	Yes	IEPs Specially Designed Instruction Matrix	Visual Illustrations Text to Speech Kami/Embedded platform scaffolds and supports Graphic Organizers Sheltered Instruction Strategies
FINE ARTS						
Band I-IV Choir I-IV Orchestra I-IV Instrumental Ensemble Vocal Ensemble Music Theory I-II AP Music Theory Jazz Ensemble	9-12	<i>Smart Music by Make Music Charms Office Assistant for assessment recordings John Benzer's instructional woodwind and brass videos for virtual and/or in person instruction Sheet music/octavos</i>	Live & Recorded skill-based mastery of daily objectives Smart Music & Charms assessment software Teacher assessments Performance assessments Semester Exams	Yes, 100%	IEPs Teacher modifies assignments/assessments.	Teacher modifies assignments/assessments.
Dance I-IV Advanced Dance I-IV	9-12	<i>Experiencing Dance - online Teacher Web resources by Humankinetics</i>	Live & Recorded skill-based mastery of daily objectives Teacher assessments Performance assessments Semester Exams	Yes, 100%	IEPs Teacher modifies assignments/assessments.	Teacher modifies assignments/assessments.

Art 1 Painting 2-4 AP Art & Design Drawing 2-4 AP Drawing Ceramics 2-4 Sculpture 2-4 AP 3-D Art & Design	9-12	<i>Davis Art Images Library</i> <i>Adobe Photoshop</i>	Live & Recorded skill-based master of daily objectives Teacher Assessments Semester Exams	Yes	IEPs Teacher modifies assignment/assessments	Teacher modifies assignment/assessments
PHYSICAL EDUCATION & HEALTH						
Health	9-12	<i>Health</i> <i>Glencoe</i>	Daily CFAs Teacher Assessments District/ Teacher Skills Based Projects Textbook Assessments	Yes, 100%	IEPs Edgenuity Common Cartridge Supplemental intervention/differentiation resources (Glencoe Health 2005)	Edgenuity Common Cartridge Supplemental intervention/differentiation resources Google Translate Extension
<u>Physical Education</u> Foundations of Personal Fitness Aerobics Team Sports Individual Sports	9-12	<i>Foundations of Personal Fitness</i> <i>McGraw Hill</i>	Daily CFAs Teacher Assessments District/ Teacher Skills Based Projects and Workouts Textbook Assessments	Yes, 100%	Edgenuity Common Cartridge IEPs Supplemental intervention/differentiation resources	Edgenuity Common Cartridge Supplemental intervention/differentiation resources Google Translate Extension

CAREER & TECHNICAL EDUCATION

Culinary Arts	9-12	<i>Foundations of GW Professional Culinary ServSafe Manager</i>	Daily CFAs Teacher assessments	Yes, 100%	Goodheart-Wilcox supplementary resources IEPs	Goodheart-Wilcox supplementary resources
Health Science	9-12	<i>GW Introduction Medical Terminology, Cengage Diversified Health Occupations, BE Publishing Today's Health Professions</i>	Teacher assessments PLC common assessment Online textbook assessments	Yes, 100%	Supplementary resources provided by GW, Cengage, and BE Publishing IEPs	Supplementary resources provided by GW, Cengage, and BE Publishing
Arts, Audio Visual Technology and Communication	9-12	<i>Certiport iCEV GMetrix Pearson Graphic Design GW Audio Video Production CEV Principles of Video Tech CDW Adobe Creative Cloud for Teams</i>	Teacher assessment PLC common assessments Written and online textbook assessments	Yes, 100%	IEPs Supplementary resources provided by iCEV and GW.	Supplementary resources provided by iCEV and GW.
Welding	9-12	<i>NCCER Core NCCER Welding Level 1 NCCER Welding Level 2</i>	Teacher assessments PLC common assessments Written and online textbook assessments	Yes, 100%	IEPs Supplementary resources provided by NCCER.	Supplementary resources provided by NCCER.

MATERIAL DESIGN

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>The Pasadena ISD curriculum and Instructional materials will be available digitally in their LMS: Seesaw (PK-Grade 2), Google Classroom (Grades 3-8), Schoology (Grades 9-12) and the Summit Learning Platform (Grades 4- 12). Teachers will redesign activities within each platform where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. These platforms are used with a heavy emphasis on student/teacher connection and daily checks for understanding. Students will continue to receive robust support through timely intervention and continued monitoring through our continued commitment to the PLC practices that have served us well in face to face settings. Through past experiences with the Summit Learning Platform (which emphasizes personalized learning), we've enhanced our efforts to connect with students via weekly mentoring and providing feedback that is both timely and specific.</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. Our Special Education department has developed a plan specific to specialized programs to address the unique ways students enrolled in these programs learn:</p> <p style="text-align: center;">Sp. Ed. - K-4 Asynchronous Virtual Plan for SPED Self-Contained Specialized Programs</p> <p>Identified and potential English Learners participating virtually in the bilingual/ESL program will continue to receive instructional supports commensurate with their language proficiency levels. Targeted instructional supports will be essential due to the limitations of a virtual setting. These supports include instruction in Spanish, ELD, and linguistically accommodated English instruction through the grade-level instructional platform, mirroring the roles of language usage and access as implemented in a face-to-face setting according to the district's bilingual continuum. Students who demonstrate a need for additional time and support will be provided with that help during Planned Intervention and Enrichment time. Our Bilingual Department department have developed the following guidance documents to support teachers in accommodating materials for our English Language and Special Education Learners:</p> <p style="text-align: center;">Linguistic Supports for English Learners</p> <p style="text-align: center;">Accessibility Resource Bank_Index Page Titles and Subtitle</p> <p>Various Chrome extensions will assist diverse learners access grade level curriculum (e.g. Translate, Read Aloud). Additionally, supports built into Kami (e.g. text to speech, annotation tools) and Eduphoria (e.g. text to speech) will support students with disabilities and ELs.</p> <p>The Summit Learning Platform also includes an Accessibility Resource bank that features a curated selection of research-based resources that teachers can use to increase access to classroom content for ELs and students with disabilities.</p>

In addition to those supports listed above, students with disabilities and English Learners will receive the scaffolding needed to access rigorous, on-grade level curriculum that meets their needs in a timely way. Programs such as Read 180, Dreambox and System 44 all include various supports and scaffolds that provide these students with direct access to this high level curriculum.

PROGRESS AND ENGAGEMENT *(Pages 38-39)*

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>	<p>Students are required to be engaged daily with work. Students are expected to follow their daily learning schedule which contains both synchronous and asynchronous portions. Students are required to show daily progress by:</p> <ol style="list-style-type: none"> 1. Logging into/completing activities in their grade level LMS: Seesaw (PK-Grade 2), Google Classroom (Grades 3-8), Schoology (Grades 9-12) and the Summit Learning Platform (Grades 4-12) 2. Daily progress via teacher interaction through direct on-line instruction, email, text or phone call, or 3. Completion of assignments <p>in order to be counted present for that day’s learning.</p> <p>Students will access curriculum by using the ClassLink portal which provides students, parents, teachers and administrators a daily starting place to receive campus instructions, announcements and reminders. Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students receive additional support during Planned Intervention and Enrichment time. Campus teams contact families of unresponsive students and provide support via phone calls, curbside assistance, on-campus support, and through home visits.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Evidence of student engagement will be defined as any of the following:</p> <ol style="list-style-type: none"> 1. Logging into/completing activities in the LMS (Seesaw, Google Classroom, Schoology or Summit Learning Platform) 2. Student-teacher interaction through direct on-line instruction, email, text or phone call 3. Submission of assignments to the LMS (Seesaw, Google Classroom, Schoology or Summit Learning Platform) <p>Students who show evidence in one of the engagement indicators listed above will be counted present for ADA purposes.</p> <p>The process for daily tracking engagement/attendance will be as follows:</p> <ul style="list-style-type: none"> ● Teachers will monitor and mark attendance each day. Students will be marked “Present Remote Asynchronous” if they meet one of the three indicators listed above. ● Students have until 11:59 PM each day to be considered “engaged” by meeting one of the three indicators. <p>In addition, students who fall below a 75% attendance for the time that the course is offered will not receive credit for the course, regardless of level of engagement, consistent with on-campus attendance expectations.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Pasadena ISD is committed to providing on grade level educational experiences consistent in rigor, quality, and content, regardless of a student’s learning environment (asynchronous or on-campus). We understand that some students will need additional time, support and scaffolding to reach these rigorous standards. All students will benefit from daily whole group/small group instruction and interaction with their teacher and peers. All students will submit assignments in the LMS. This expectation will be the standard for both virtual and face to face learning environments. These opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p>

<p>What is the system for tracking student academic progress?</p>	<p>The district will conduct entry diagnostic assessments of math and reading at the beginning of the year (for example, reading level assessments, Istation ISIP, Dreambox). Reading Level Data will be reviewed at the beginning, middle, and end of the year for students in Elementary and Middle School and will drive support for students in intervention time as well as conversations in campus data team meetings as they identify the needs of students and make instructional adjustments/corrections. PISD is also administering BOY, MOY and EOY NWEA MAP in grades 2nd through 8th in Reading and Mathematics in order to assess student current learning gaps and progress through the year. Student progress will be tracked daily using data from the LMS (Seesaw, Google Classroom, Schoology or Summit Learning Platform) using daily assignments and activities. Curriculum Based Assessments (CBAs) are given at the end of each grading period to provide an additional measure of cumulative progress. The above combined data for students will be used to help continue to pinpoint exactly where a student has learning gaps and to make a plan for on-going intervention.</p> <p>PISD campuses will utilize the PLC cycle of planning, instructing, assessing and intervening/challenging for all students. Teacher teams will write formative assessments, plan and teach lessons and after analyzing the data provide just in time intervention and extensions. These rigorous common formative assessments are designed to provide information regarding any gaps that exist in student learning. Time is allotted within the school day to provide this support.</p> <p>Personalized Learning teachers are provided with minute-by-minute access to student data and progress so just-in-time support and guidance can be provided as students are completing work. In addition, our Personalized Learning students participate in weekly mentoring sessions where teachers are able to address students academic progress, as well as build resilience and build connections through the Habits of Success.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback. Specific feedback may be provided through a variety of mediums: via comments on activities provided in the LMS, in small group instruction, in RTI time, or in 1:1 interactions with students. The goal of each teacher will be to provide frequent, clear, actionable feedback to students to help them make continuous progress in the curriculum.</p> <p>Based on individual student data, teachers will provide interventions, small group instruction, as well as office hours for students to ask questions and receive assistance. Teachers provide Planned Intervention and Enrichment Time daily/weekly during the school day based upon the campus level and schedule. Teachers will review each individual student's progress and conduct outreach for small group intervention sessions where and when appropriate.</p> <p>Teachers send home progress reports to parents every 3 weeks to ensure that parents are aware of students' progress. Parents are trained to use Skyward in order to have daily access to student attendance and grades.</p>

IMPLEMENTATION (Pages 41-47)

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

Pasadena ISD Professional Development Schedule for Virtual Instruction

Summer 2020 Training

Classroom Teachers (New and Returning)	Induction Year Teacher Training	Administrators (Principals and Assistant Principals)
<p>Google EDU</p> <ul style="list-style-type: none"> ● Google Drive Basics ● Google Docs and Slides ● Google Forms <p>Google Classroom</p> <ul style="list-style-type: none"> ● Blended Learning ● Designing Assignment ● Designing Assessments ● Setting Up the Google Classroom for Distance Learning <p>Blended Learning</p> <ul style="list-style-type: none"> ● Implementing Effective Small Group Instructional Model for Online Learning ● Creating Videos for Small Group Instruction or Self-Guided Online Instruction ● Adapting Assignments and Assessments for Online Learning ● Blended Learning Toolbox: Tools to Support Accessibility (Google Classroom) ● Blended Learning Toolbox: Using Digital Resources in my Class ● Blended Learning Toolbox: Digital Tools to Support Online Teaching and Learning <p>Online Instructor - 30 Hour Certification Training</p> <p>Personalized Learning Summer Convening</p> <p>Level-Specific Training</p> <ul style="list-style-type: none"> ● Elementary: SeeSaw ● Secondary: <ul style="list-style-type: none"> ○ Using Blended Learning with Schoology ○ Designing Assessments in Schoology 	<p>Classroom Management Training</p> <ul style="list-style-type: none"> ● Virtual ● Face-to-Face <p>Pasadena ISD Technology Training</p> <ul style="list-style-type: none"> ● Eduphoria ● Skyward ● Mizuni ● Schoology ● SeeSaw ● Dreambox ● I-Station 	<ul style="list-style-type: none"> ● Weekly Superintendent Meetings to help facilitate the transition of online instruction and onboarding of educators. ● Onboarding for Students Sessions to design Student Onboarding Experiences for the Fall ● Google EDU

Fall 2020 – Spring 2021 Training

Classroom Teachers (New and Returning):

- FOCUS Training – Instruction of content (virtual/face-to-face) which is provided for Prekindergarten through 12th grade teachers for all core content areas and specialized groups, including Special Education.
 - August 12, 2020
 - October 12 & 13, 2020
 - January 19, 2021
 - February 15 & 16, 2021
- Personalized Learning Convening (Offered each semester)
- Ongoing Coaching support and training from Campus Coaches in 4 Core areas and Technology
- Ongoing Coaching support and training from District Instructional Specialists
- Personalized Learning Cadres (Fall and Spring)

Induction Year Teacher Training:

- Classroom Management Training – Repeat of Summer Course 2 times per semester
- Pasadena ISD Technology Training – Repeat of Summer Course 2 times per semester
- Teacher Resilience Training – New session topics monthly
- Creating Successful Learning Environments – New session topics twice per semester
- Ongoing Coaching Support and training from Teacher Induction Specialists (by levels)

Teacher Leaders:

- Monthly Campus Coach Instructional Meetings
- Weekly District Instructional Specialists Planning

Administrators:

- Principals:
 - Weekly Meetings with the superintendent to help facilitate the transition of online instruction and onboarding of educators.
 - Instructional Leadership and Administrative Council Meetings (11 times yearly)
 - Instructional Topics to optimize virtual, face-to-Face, and blended learning for students
- Assistant Principals:
 - Instructional Leadership and Administrative Leadership Meetings (10 times yearly)
 - Instructional Topics to optimize virtual, face-to-face, and blended learning models for students
 - Leadership 101 Classes to promote leadership development
- Counselors:
 - Monthly Counselor Meetings to support instructional and emotional needs for students and employees
- Central Office Administrators
 - Administrative Council Meetings (6 times yearly)

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

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>The Professional Development Calendar above describes the initial and on-going, job-embedded educator professional development opportunities provided to all stakeholders in Pasadena ISD prior to the launch and throughout the school year. Teachers and administrators were expected to be proficient in the skills and tools that support asynchronous instruction including:</p> <ul style="list-style-type: none"> ● Google Classroom: Both new and returning educators participated in on-boarding activities using the Google tools to enhance instruction and support student participation in virtual classwork in Grade Levels 3-8. ● SeeSaw: A student engagement digital platform for PK to Grade 2 elementary teachers to use to host lessons. ● Schoology: A student engagement digital platform for high school teachers in Grades 9-12 to use to host lessons. <p>Link to Training Website: Innovation and Development Summer 2020 PD</p> <p>Ongoing Professional Development Training for Teachers:</p> <ul style="list-style-type: none"> ● Focus Training: Four times throughout the year (August, October, January and February) teachers will participate in focus training on effective instructional practices that are appropriate for a blended learning model. ● Personalized Learning Convenings and Cadres: Five times each year teachers in the personalized learning classrooms will meet for training on best practices for content delivery through the Summit Learning Platform. <ul style="list-style-type: none"> ○ Convening in July, October, and February ○ Cadre in October and February ● Campus Based Professional Development Training: Three times during the year (August, January and April), campus administrators will provide professional development training based on campus initiatives. Campus leaders and campus coaches will also provide job-embedded, just-in-time training opportunities during faculty meetings, after school, or during team time. ● Coaching support and training: Continuous and ongoing training provided by campus and district administrators and instructional specialists to: <ul style="list-style-type: none"> ○ Provide targeted professional development and support for: <ul style="list-style-type: none"> ■ Instructional design/blended learning ■ Developing Assessments ■ Analyzing Student Data ○ Provide individualized coaching support through coaching cycles, including modeling, collecting data, and planning next steps to promote students success. <p>Ongoing Professional Development Training for Campus Instructional Coaches: Monthly Campus Coach Professional Development will provide explicit training on strategies for virtual learning as well as adapting current coaching strategies for a virtual environment. These meetings will also provide networking opportunities for coaches to work collaboratively through challenges the teachers face in a virtual environment. Link to training strands: Instructional Coaching Training Options 2020-2021</p> <p>Ongoing Professional Development Training for Administrators:</p> <ul style="list-style-type: none"> ○ Principals: <ul style="list-style-type: none"> ■ Weekly Meetings with the Superintendent regarding best practices for asynchronous learning ■ Instructional Leadership and Administrative Council Meetings (11 times yearly) ○ Assistant Principals: <ul style="list-style-type: none"> ■ Instructional Leadership and Administrative Leadership Meetings (10 times yearly) to provide professional development to optimize blended learning, virtual and face-to-face learning models used by campuses.

	<ul style="list-style-type: none"> ○ Counselors: <ul style="list-style-type: none"> ■ Monthly Counselor Meetings to support the instructional and emotional needs of students and employees. ○ Central Office Administrators: <ul style="list-style-type: none"> ■ Administrative Council Meetings (6 times yearly - August, September, October, December, February, April)
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Summer professional development offerings prepared participants to offer robust virtual instruction using best practices. Training was customized and embedded within the LMS (SeeSaw, Google Classroom, Schoology, and Summit Learning Platform). Training to build on educators skills for virtual and blended instruction will continue to be offered through the year. Educators will use the data collected from students’ work to enhance and design assignments, projects and assessments that are appropriate for students collectively and individually. Additionally they will use the students data to intervene and refine instruction and learning activities to support students needs.</p> <p>District curriculum and program specialists will design quarterly FOCUS meetings around best practices for asynchronous learning as they train teachers in upcoming curriculum content. Teachers will benefit from furthering their content knowledge as well as experience asynchronous learning from the student perspective. Time will also be included for modeling structures for organizing and structuring learning experiences (for example, providing a model Google classroom prototype). Guidance will be provided for adapting the delivery of curriculum content to effectively target the needs of diverse learners represented in specialized programs (for example, English learners and students participating in Special Education or 504 programs). Specialists will regularly monitor student data and informative feedback from teachers in making decisions about the content of each training session.</p> <p>Campus administrators and campus coaches will meet monthly with district curriculum specialists to analyze data and to problem solve challenges in regards to the rollout of the asynchronous curriculum. These stakeholders will provide mutual support in brainstorming options for working through the challenges. Once they return to campus, campus administrators and coaches will execute a professional development support plan (for example, coaching, team training, etc.) to meet the unique needs of their campus staff.</p>

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

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Expectations for student engagement, progress monitoring, attendance policies and grading practices were shared with parents at the start of the school year in campus orientations and meetings with the classroom teachers. PISD expectations are the same regardless of whether students are learning virtually or in a face to face environment.</p> <p>There is robust support for parents beginning with a district created Parent site with click sheets, videos, and information on how to access the various LMS options in PISD and our single sign-on ClassLink portal. In addition, there are help desk phone numbers and work order tickets that parents can submit to get support for access to student work, grades, and curriculum. Parents can review assignment submissions and teacher comments/feedback as well as partner with the teacher via email or phone calls with questions, ideas, or concerns. Campuses were tasked to provide all parents with school based schedules for students, communication plans, LMS structures, Skyward training and Classlink information.</p> <p>Pasadena ISD will continually monitor family needs through communication with parents, teachers, parent liaisons, surveys, and campus administration. Collected information will be posted on the following site: Pasadena ISD Virtual Learning Family Site</p> <p>Announcements and social service resources will be shared with families through the following modalities:</p> <ul style="list-style-type: none"> ● Pasadena ISD Virtual Learning Family Site ● Social media: Facebook & Twitter ● Remind: a two-way texting solution ● Communication via learning platforms and Skyward Messenger ● Peach Jar: digital flyers to communicate important information about upcoming events
<p>What are the expectations for family engagement/support of students?</p>	<p>Early in the summer, a guide to the reopening process entitled, “<i>Back to School 2020</i>”, was provided for families with the survey, explaining the safety measures and protocols that will be followed by the district and required of the students and families. Several deadlines were given throughout the summer to ensure that the district was supporting the needs of the families and answering questions they might have in regard to students returning to school safely. Devices that were not working during the summer were able to be exchanged at a central location leading up to the start of school and are able to be exchanged at each campus during the school year.</p> <p>The timeline below explains the sequence of events that Pasadena ISD followed in order to support students:</p> <p style="text-align: center;">July 7 - August 4, 2020</p> <ul style="list-style-type: none"> ● Parents responsible for completing a Parent Choice Survey (Face to Face or Virtual). · ● Parents responsible for completing on-line registration through Skyward. A phone bank was created by Pasadena ISD to support families with the process. ● Pasadena ISD facilitated two-way communication, encouraging families to share concerns or questions via an established email address or by contacting individual campuses. ● Pasadena ISD shared information about returning to school via district and campus social media, campus contacts, and district/campus websites.

	<ul style="list-style-type: none"> ● The Pasadena ISD Innovation and Technology department developed the following family supports: <ul style="list-style-type: none"> ○ Portal for parents/students- Class Link ○ Videos to support families on each of the various learning platforms ○ Trained the parent support staff on learning platforms and Class Link. <p>August 5-12, 2020</p> <ul style="list-style-type: none"> ● Campus teams contacted and assisted families who had not yet completed the Parent Choice Survey or registration. ● Campus teams shared first day expectations for staff, students, and families via social media and campus websites. <p>August 13-18, 2020</p> <ul style="list-style-type: none"> ● Campus distributed devices for all students and mobile wifi hotspots to students as needed. ● PISD and campus communication provided via social media, campus and district websites, Remind. ● Campus teams shared family support introductions and expectations videos regarding Class Link and instructional portals appropriate for the grade level. ● PISD provided district wide technology and device support in a central location. ● Campus teams contacted and assisted families who had not completed parent choice surveys or registration. <p>August 18, 2020 - Present</p> <ul style="list-style-type: none"> ● Campus teams are providing virtual meetings for families to address instructional questions, information regarding progress monitoring, and guidelines for attendance. ● Campus teams provided support for families for the following: technology challenges, connectivity issues, difficulty navigating learning platforms, social services needs including school supplies, and assistance with online registration through Skyward. ● Ongoing efforts to contact families of unresponsive students and provide support via phone calls, curbside assistance, on-campus support, and home visits will be made by campus teams.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>District leadership will continuously monitor the feedback and questions submitted to BacktoSchool2020@pasadenaisd.org and respond in a timely manner. Districtwide communication channels (Social Media, Website, Skyward Messenger) will be used to provide important and relevant updates to all families. Additionally, the following will be provided to families on an on-going basis:</p> <ul style="list-style-type: none"> ● Maximize partnerships to support social and basic needs of students (ie. health and human services support) ● Support parents in connecting with community resources for mental health ● Providing opportunities for family and community members to engage with campus and district-wide leaders to give input on initiatives <p>Families who find a barrier to accessing instructional materials due to no internet access will continue to be provided with a district mobile WIFI hotspot device.</p> <p>Campus teams will continue to contact families of unresponsive students and provide support via phone calls, curbside assistance, on-campus support, and through home visits.</p>

	<p>Families are provided with a wide variety of ways to seek out support including but not limited to: email, phone or messaging to campus administration, teachers, parent coordinator (PreK-8th), counselors, campus family support surveys and social media platforms.</p> <p>Campuses will offer multiple opportunities both virtually and face to face for families to connect for school engagement throughout the year.</p>
--	---