

**Pringle-Morse CISD**  
**Asynchronous/Synchronous Plan**  
**2020-2021**



**Student Schedules:****PreK-Kinder**

Time	Student Activity	Synchronous/Asynchronous
8:30-10:10 (100 min.)	ELAR: *Screencasting and/or Video Broadcasting *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
10:10-10:55 (45 min.)	Intervention/Office Hour (EL, 504 and SPED support)	Synchronous/Asynchronous
11:45-12:50 (65 min.)	Math: *Screencasting and/or Video Broadcasting *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
2:00-3:15 (75 min.)	SS/Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**First Grade**

Time	Student Activity	Synchronous/Asynchronous
8:40-10:00 (80 min.) 11:30-12:00 (30 min.) 12:30-1:00 (30 min.)	ELAR: *Screencasting and/or Video Broadcasting *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
12:05-12:30 (25 min.)	SS/Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
1:00-2:00 p.m.	Intervention/Office Hour (EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous
2:00-3:30 (90 min.)	Math: *Screencasting and/or Video Broadcasting *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**Second Grade**

<b>Time</b>	<b>Student Activity</b>	<b>Synchronous/Asynchronous</b>
8:05-9:40 (90 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:50-11:05 (75 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
1:00-2:00 (60 min.)	Intervention/Office Hour (EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous
2:00-3:00 (60 min.)	SS/Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**Third Grade**

<b>Time</b>	<b>Student Activity</b>	<b>Synchronous/Asynchronous</b>
8:35-9:50 (85 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:50-11:10 (80 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
1:00-2:00 (60 min.)	Intervention/Office Hour (EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous
2:00-2:45 (45 min.)	SS/Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
2:45-3:30 (45 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**Fourth Grade**

<b>Time</b>	<b>Student Activity</b>	<b>Synchronous/Asynchronous</b>
8:35-9:50 (85 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:50-11:10 (80 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
1:00-2:00 (60 min.)	Intervention/Office Hour (EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous
2:00-2:45 (45 min.)	SS/Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
2:45-3:30 (45 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**Fifth Grade**

<b>Time</b>	<b>Student Activity</b>	<b>Synchronous/Asynchronous</b>
8:18-9:03 (45 min.)	Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:05-9:50 (45 min.) 1:16-2:01 (45 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:52-10:37 (45 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
10:39-11:24 (45 min.)	Fine Art: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
45 minutes	Intervention/Office hour (EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous

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2:03-2:48 (45 min.)	SS: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
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**Sixth Grade**

Time	Student Activity	Synchronous/Asynchronous
8:18-9:03 (45 min.)	Fine Art: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:05-9:50 (45 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
10:39-11:24 (45 min.) 2:03-2:48 (45 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
45 minutes	Intervention/Office hour (EL, 504, At-Risk and SPED Support)	Synchronous/Asynchronous
1:16-2:01 (45 min.)	Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
2:50-3:35 (45 min.)	SS: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous

**Seventh Grade**

Time	Student Activity	Synchronous/Asynchronous
8:18-9:03 (45 min.) 1:16-2:01 (45 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:05-9:50 (45 min.)	Fine Art: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:52-10:37 (45 min.)	Science: *Screencasting and/or Video Broadcast	Synchronous/Asynchronous

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	*Google Classroom Activities/Schoology/Texas Home Learning 3.0	
10:39-11:24 (45 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
11:26-12:11 (45 min.)	SS: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
45 minutes	Intervention/Office hour (GT, EL, 504, At-Risk and SPED support)	Synchronous/Asynchronous

**Eighth Grade**

<b>Time</b>	<b>Student Activity</b>	<b>Synchronous/Asynchronous</b>
8:18-9:03 (45 min.)	Math: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:05-9:50 (45 min.)	Fine Art: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:52-10:37 (45 min.)	ELAR: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
10:39-11:24 (45 min.)	SS: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
11:26-12:11 (45 min.)	Science: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
2:03-2:48 (45 min.) or 2:50-3:35 (45 min.)	Tech Applications: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
45 minutes	Intervention/Office hour (EL, 504, At-Risk and SPED Support)	Synchronous/Asynchronous

**Ninth Grade**

Time	Student Activity	Synchronous/Asynchronous
8:18-9:03 (45 min.)	Elective: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
9:05-9:50 (45 min.)	Fine Art: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
9:52-10:37 (45 min.)	World Geography: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
10:39-11:24 (45 min.)	Biology: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
11:26-12:11 (45 min.)	English I: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
1:16-2:01 (45 min.)	Algebra I: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
2:03-2:48 (45 min.) or 2:50-3:35 (45 min.)	PE: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology	Synchronous/Asynchronous
2:03-2:48 (45 min.) or 2:50-3:35 (45 min.)	Elective: *Screencasting and/or Video Broadcast *Google Classroom Activities/Schoology/Texas Home Learning 3.0	Synchronous/Asynchronous
45 minutes	Intervention/Office hour (EL, 504, At-Risk and SPED Support)	Synchronous/Asynchronous

**Summary of student schedules:**

Component	Explanation
<b>What are the expectations for daily student interaction with academic content?</b>	<p>Students are expected to engage in the scheduled content synchronously/asynchronously for a minimum of 180+ minutes each day for PreK-4 or a minimum of 240+ minutes each day for grades 5-12. Student schedules are determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via online LMS Google Classroom/Schoology, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support. Students will be able to join classes synchronously throughout each school day.</p> <p>Additional synchronous opportunities of small group instruction and office hours are provided daily via synchronous Zoom, Google Meets, Schoology, or by phone.</p>

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	<p>*Small group instruction time is determined on as-needed basis by teachers on student progress in LMS Google Classroom/ Schoology.</p> <p>*Office hours are available daily.</p>
<p><b>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</b></p>	<p>To facilitate instructional alignment, instructional parameters, such as the amount of time of engagement, should be consistent across remote asynchronous and on-campus synchronous models. To achieve instructional alignment, student engagement for asynchronous instruction is a minimum of 180+ minutes for PreK-4<sup>th</sup>; 240+ minutes for 5<sup>th</sup>-12<sup>th</sup>; for core instruction which is approximately a full day of academic content on campus.</p> <p>Instruction and activities will be completed primarily asynchronously though students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours.</p>
<p><b>What are the expectations for teacher/student interactions?</b></p>	<p>Students will have interactions with a teacher daily via meetings (Google Meets, Zoom), check-ins (phone call, text, email), and/or synchronous learning time.</p> <p>Students will have at least three ways to interact with teachers. First, they will have dedicated once-weekly meetings at a minimum with their teacher. Teachers will have pre-planned teacher/student interaction daily for all students for at least 30 minutes. Second, teachers will identify students needing intervention or enrichment options via progress tracking. Teacher will coordinate additional one-on-one meetings when necessary. Third, teachers will have office hours during which they are also accessible to students. Through these three mechanisms, students will receive the time that is needed for instruction in order for sufficient academic progress to occur.</p>
<p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>	<p>Students selected to certain small group intervention sessions are based on student need and progress markers in LMS Google Classroom/Schoology.</p> <ul style="list-style-type: none"> <li>*Markers in LMS will serve as diagnostic for teachers to identify students who need more 1:1 support.</li> <li>*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</li> <li>*Intervention sessions are conducted synchronously/asynchronously through video conferencing, phone conference, and/or screencast.</li> </ul> <p>Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. Students have access to additional tools and accommodations within the LMS Google Classroom/Schoology. Additional support sessions for students with disabilities, students of special populations, and EL will have specific virtual support session times. These schedules will be published on our website and shared with parents once the final master schedule and teacher assignments have been finalized before the first day of instruction. All students have the opportunity for personalized support during designated office hours.</p> <p>Master Schedule:  <a href="#">Pringle Morse Schedule Draft 2.docx</a></p>



**Instructional Materials Support:**

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<b>Math Instructional Materials</b>	PreK-12	<ul style="list-style-type: none"> <li>*ABC Mouse</li> <li>*Soft Seven</li> <li>*Mentoring Minds (Motivation Math)</li> <li>*People's Publishing (Measuring Up)</li> <li>*MobyMax</li> <li>*Edgenuity</li> <li>*Pearson</li> <li>*TX Home Learning 3.0</li> <li>*TEKS Resource Scope &amp; Sequence</li> <li>*District Created Resources</li> </ul>	<ul style="list-style-type: none"> <li>*ESGI</li> <li>*Pearson</li> <li>*NWEA</li> <li>*CLI/TexKea</li> <li>*MobyMax</li> <li>*District Created Assessments</li> </ul>	<b>Yes</b>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*ABC Mouse</li> <li>*Soft Seven</li> <li>*Mentoring Minds (Motivation Math)</li> <li>*People's Publishing (Measuring Up)</li> <li>*MobyMax</li> <li>*Edgenuity</li> <li>*Texas Home Learning 3.0</li> <li>*Differentiation and scaffolding supports are embedded w/in the curriculum</li> <li>*Based on the student's IEP, access to a certified SPED teacher or paraprofessional for Synchronous/Asynchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student's IEP. Trainings may be offered to parents through Regional Service Center and/or High Plains SSA.</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*ABC Mouse</li> <li>*Soft Seven</li> <li>*Mentoring Minds (Motivation Math)</li> <li>*People's Publishing (Measuring Up)</li> <li>*MobyMax</li> <li>*Edgenuity</li> <li>*Texas Home Learning 3.0</li> <li>Products include built-in support for EL's for elementary students.</li> <li>*Bilingual staff</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul>

<p><b>ELA Instructional Materials</b></p>	<p>PreK-12</p>	<ul style="list-style-type: none"> <li>*Lexia for Dyslexia support</li> <li>*DynEd</li> <li>*Edgenuity</li> <li>*Rooted in Reading</li> <li>*Spelling City</li> <li>*MobyMax</li> <li>*Really Great Reading</li> <li>*Writing Academy</li> <li>*HMH</li> <li>*Texas Home Learning 3.0</li> <li>*McGraw-Hill</li> <li>*TEKS Resource Scope &amp; Sequence</li> <li>*District Created Resources</li> </ul>	<ul style="list-style-type: none"> <li>*Spelling City</li> <li>*District Created Assessments</li> <li>*Renaissance STAR</li> <li>*CLI/TexKea</li> <li>*MobyMax</li> <li>*NWEA</li> <li>*ESGI</li> </ul>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*Lexia for Dyslexia support</li> <li>*DynEd</li> <li>*Edgenuity</li> <li>*Rooted in Reading</li> <li>*Spelling City</li> <li>*MobyMax</li> <li>*Really Great Reading</li> <li>*Writing Academy</li> <li>*Texas Home Learning 3.0</li> <li>*Differentiation and scaffolding supports are embedded w/in the curriculum</li> <li>*Based on the student’s IEP, access to a certified SPED teacher or paraprofessional for Synchronous/Asynchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student’s IEP. Trainings may be offered to parents through Regional Service Center and/or High Plains SSA.</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*DynEd</li> <li>*Edgenuity</li> <li>*Rooted in Reading</li> <li>*Spelling City</li> <li>*MobyMax</li> <li>*Really Great Reading</li> <li>*Writing Academy</li> <li>*Texas Home Learning 3.0</li> <li>Products include built-in support for EL’s for elementary students.</li> <li>*Bilingual staff</li> <li>*HMH</li> <li>*DynEd</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul>
<p><b>Science Instructional Materials</b></p>	<p>PreK-12</p>	<ul style="list-style-type: none"> <li>*Edgenuity</li> <li>*Study Island</li> <li>*MobyMax</li> <li>*Scholastic</li> <li>*Nancy Larson Science</li> <li>*Texas Home Learning 3.0</li> <li>*Pearson</li> <li>*TEKS Resource Scope &amp; Sequence</li> </ul>	<ul style="list-style-type: none"> <li>*District Created Assessments</li> <li>*NWEA</li> <li>*Pearson</li> <li>*Edgenuity</li> <li>*Study Island</li> </ul>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*Differentiation and scaffolding supports are embedded w/in the curriculum</li> <li>*Based on the student’s IEP, access to a certified SPED teacher or paraprofessional for Synchronous/Asynchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student’s IEP.</li> <li>*Pearson</li> <li>*Edgenuity</li> </ul>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*Pearson</li> <li>*Edgenuity</li> <li>*Study Island</li> <li>*MobyMax</li> <li>*Scholastic</li> <li>*Nancy Larson Science</li> <li>*Texas Home Learning 3.0</li> <li>Products include built-in support for EL’s for elementary students.</li> <li>*Bilingual staff</li> <li>*Digital tools:</li> </ul>

		*District Created Resources			<ul style="list-style-type: none"> <li>*Study Island</li> <li>*MobyMax</li> <li>*Scholastic</li> <li>*Nancy Larson Science</li> <li>*Texas Home Learning 3.0</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul> <p>Trainings may be offered to parents through Regional Service Center and/or High Plains SSA.</p>	<a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a>
<b>Social Studies Instructional Materials</b>	PreK-12	<ul style="list-style-type: none"> <li>*Edgenuity</li> <li>*MobyMax</li> <li>*Studies Weekly</li> <li>*Scholastic</li> <li>*HMH</li> <li>*Texas Home Learning 3.0</li> <li>*TEKS Resource Scope &amp; Sequence</li> <li>*District Created Resources</li> <li>*TCI (Teacher's Curriculum Institute)</li> </ul>	*District Created Assessments	<b>Yes</b>	<ul style="list-style-type: none"> <li>*Access to supplemental aids</li> <li>*Differentiation and scaffolding supports are embedded w/in the curriculum</li> <li>*Based on the student's IEP, access to a certified SPED teacher or paraprofessional for Synchronous/Asynchronous in-class support services. Accommodations and modifications to instructional materials applied according to the student's IEP.</li> <li>*Edgenuity</li> <li>*MobyMax</li> <li>*Texas Home Learning 3.0</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul> <p>Trainings may be offered to parents through Regional Service Center and/or High Plains SSA.</p>	<p>Products offer support in English and Spanish</p> <p>TCI</p> <p>Studies Weekly</p> <ul style="list-style-type: none"> <li>*Edgenuity</li> <li>*MobyMax</li> <li>*Texas Home Learning 3.0</li> <li>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></li> </ul>

Component	Explanation
<b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b>	<p>Instructional materials will be available digitally through LMS Google Classroom/Schoology or product website. The use of academic instructional videos/screencasts/broadcasts (live and recorded) will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive instruction on new content.</p> <p>In addition, we will utilize Texas Home Learning 3.0 for asynchronous instruction because it will follow the same scope and sequence, minute requirements, and curriculum as face to face instruction with students.</p>
<b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</b>	<p>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. In addition, virtual support sessions for students with disabilities, students of special populations, and EL will have specific virtual support session times. These schedules will be published on our website and shared with parents once the final master schedule and teacher assignments have been finalized before the first day of instruction.</p> <p>Master Schedule: <a href="#">Pringle Morse Schedule Draft 2.docx</a></p> <p>*Digital tools: <a href="http://tea.texas.gov/academics/special-student-populations/">http://tea.texas.gov/academics/special-student-populations/</a></p>

### Student Progress:

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.</p>
<b>What is the system for tracking daily student engagement?</b>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> <li>1. Daily Progress in the LMS Google Classroom/Schoology</li> <li>2. Daily Progress via student-teacher interaction</li> <li>3. Completion/Turn-in of assignments</li> </ol> <p>Grades PK-12:</p> <p>*Teachers will be responsible for taking and logging “attendance” for their cohorts of students on a daily basis based on the form of engagement the student participated in that day. If the student engages in multiple forms of engagement, which tracking mechanism is cited is left to the teacher’s discretion. The attendance clerk will verify student attendance with all teachers each week to ensure an accurate</p>

	<p>engagement count is being submitted.</p> <ul style="list-style-type: none"> <li>*Daily attendance is taken at a predetermined time (9:45 a.m. for on-campus students). Asynchronous student attendance will be taken the next day in accordance with the teacher’s office hour.</li> <li>*Teachers monitor and check for student “engagement” each day.</li> <li>*Students that are not actively “engaged” and do not have documentation of completing the minimum targeted activities will be marked absent.</li> <li>*Additionally, students have a late night engagement option for Distance Learning Teachers, where students will have until midnight of each day to be considered “engaged”; if a student was reported engaged in Google Classroom from 3:00 p.m. to 11:59 p.m. and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.</li> </ul>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b></p>	<p>Apart from interventions and office hours, engagement will be tracked daily in the district’s LMS Google Classroom/Schoology through the built-in Progress Markers, using the same process and protocol as is used during on-campus instruction. In addition, students who fall below 90% 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 expectations.</p> <p>These methods require engagement that is consistent to an on-campus learning environment because they mirror the ways in which students would interact with their teachers and classmates on-campus through: equitable duration of minutes, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily.</p> <p>Evidence of student achievement and engagement is measured through active involvement and completion of assignments with the asynchronous environment which is equitable to performance and expectations within an on-campus classroom environment.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>Student progress will be tracked daily in the LMS Google Classroom/Schoology through daily assignments, activities, interaction with a teacher and other markers. Students will have passing grades at the end of each grading period (failure to have passing grades will result in re-evaluating the student’s individual program of learning with a parent conference to examine and determine cause and possible solutions. Parents have full access to student work, interactions with teachers, assignment submissions and feedback through their student’s LMS Google Classroom/Schoology. Parents also have access to Parent Portal to review academic progress.</p> <p>These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via a Commitment Form, that clearly lists the expectations that parents should have and the level of support they will be required to provide students if they opt for a fully-remote school option for 2020-2021.</p>
<p><b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b></p>	<p>Teachers are expected to provide daily feedback in at least one capacity within LMS Google Classroom/Schoology. Daily specific feedback from teachers to students is conducted through a variety of methods, via Google Classroom/Schoology, lessons, activities, or small group instruction and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p> <p>The district will also conduct entry diagnostic assessments in math and reading at the beginning of the year and will continue with district common assessments on the same schedule as that of on-campus testing.</p>

	Special population(s) support will be available and provided according to the individual education plan.
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**Professional development for educators:**

Component	Explanation																				
<b>How will both initial and ongoing, job-embedded educator development opportunities occur?</b>	<p>*During the summer months the staff participated in asynchronous professional development technology-related sessions. These sessions were designed following the need to create a stronger remote learning environment. In addition, teachers will engage in ongoing professional development that is specific to their content areas and instructional materials.</p> <p>*Digital tools that educators will gain proficiency in include: Google/G Suite for education, Schoology, Texas Home Learning 3.0</p> <p>*Professional development dates for 2020-2021 school years are embedded in the school calendar at the each of each six week grading period.</p> <p>*Job-embedded development opportunities are demonstrated through accessible Google site training opportunities, and trainer to trainer models.</p> <p>*Educators proficient in the relevant asynchronous course delivery platforms will train and collaborate with other educators as needed.</p> <p>*Regional Service Center will provide training and ongoing support for Texas Home Learning 3.0 and the Schoology LMS.</p> <p>*Pringle-Morse School Calendar with professional development days: <a href="https://www.pringlemorsecisd.net/view/2092.pdf">https://www.pringlemorsecisd.net/view/2092.pdf</a></p>																				
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<p><b>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</b></p>	<p>During ongoing professional development, teachers will learn how to apply the strategies of an asynchronous classroom in specific content areas. Texas Home Learning 3.0 will provide continuous learning for staff to be proficient in the implementation of home learning.</p> <p>Teachers will analyze data collected through progress monitoring assessments and G Suite/Schoology to support best practice and internalize the asynchronous curriculum.</p>
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**Communication and support:**

Component	Explanation
<p><b>How will you communicate the expectations for asynchronous instruction to families?</b></p>	<p>Families will receive expectations and regular updates via the student portal, auto-mass communication platform (School Messenger), as well as on the district website. Additionally, families and students can expect frequent and a minimum of weekly touchpoints with school representatives and/or teachers.</p>
<p><b>What are the expectations for family engagement/support of students?</b></p>	<p>Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ul style="list-style-type: none"> <li>*Daily instructional support to the student.</li> <li>*Open communication and checking on student progress regularly in each class.</li> <li>*Support the expectations of the teacher/class commitment form.</li> <li>*Support the use of technology tools to help access instruction.</li> <li>*Family will engage with the teachers to provide social and emotional support for the student.</li> <li>*Support students to complete their work in the minimum required minutes.</li> <li>*REMIND App</li> </ul> <p>Schoology will provide two-way communication between the school and parents.</p>
	<ul style="list-style-type: none"> <li>*Physical supplies (Chrome Book, etc.)</li> <li>*Office hours (daily for each teacher).</li> <li>*Video instructions and instruction on use of LMS Google Classroom/Schoology</li> <li>*School Website</li> <li>*Social Media (Facebook)</li> <li>*Resources for special populations will be provided individually through the service center and through the TEA website.</li> <li>*Related services provided through teachers and local SSA, i.e. speech therapy, occupational therapy, etc.</li> </ul> <p>Additionally, there will be dedicated time within teachers' daily office hours to support the needs of individual parents.</p>

