



# Asynchronous Learning Plan

Castleberry ISD | 5228 Ohio Garden Rd | Fort Worth, TX 76114 | 817-252-2000

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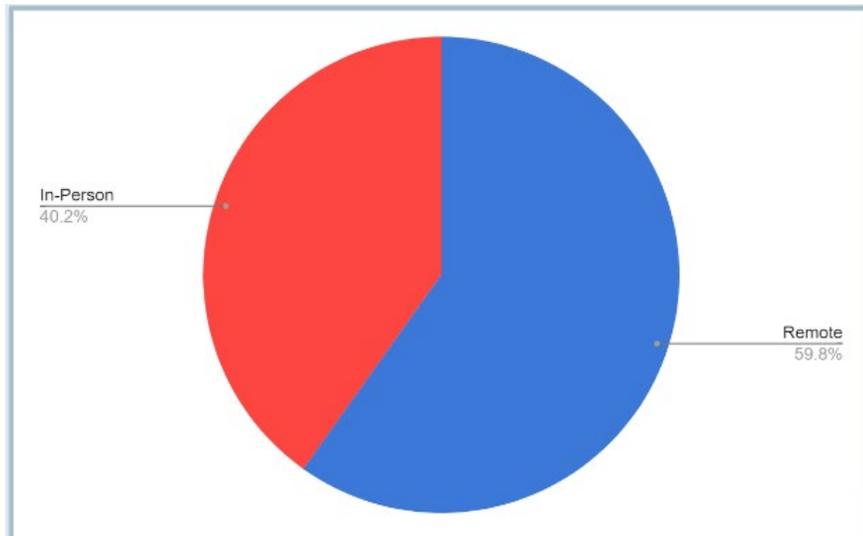
Pre-Kindergarten through Twelfth Grades

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# Introduction to the Castleberry ISD Asynchronous Learning Plan



The Goal of the Castleberry ISD Asynchronous Learning Plan is to provide a framework for delivering effective synchronous and asynchronous learning activities that address the individual needs of all learners while in a remote learning environment. The plan ensures instructional continuity by connecting learning opportunities students receive in-person while at school to the remote instructional model where students learn from home.

The district surveyed parents along with Castleberry staff in July to determine the preferred instructional delivery methods prior to creating the District's Reentry Game Plan. For a complete report of parent and staff survey results, [preview the presentation on stakeholder survey results](#) presented during the July Administrator Retreat. Overall, our parents and guardians indicated 60% preferred a

remote start to school, while 40% preferred in-person learning. Two weeks prior to the start of school, parents completed commitment statements indicating 53% desired a remote start and 47% selected an in-person start after the transition period. Based on these results and a high COVID-19 positivity rate in Tarrant County, Castleberry ISD submitted a board approved waiver to extend the transition period allowing all students to begin in-person learning on September 28th. However, during the six-week transition period, the parents and guardians of special education students were given the option for their students to receive services in-person during the transition period. This approach accomplishes both the ability for students to receive services that are difficult to implement in a remote setting and allows campuses to practice and perfect the safety protocols outlined in the district [Reentry Safety Guidebook](#) prior to 47% of the student body returning to in-person learning. During the remote learning transition period, 100% of Castleberry students are afforded the opportunity to participate in online learning as the district has invested in one-to-one devices for all pre-kindergarten through twelfth grade students and has erected three Wi-Fi towers which provide district filtered Internet access to approximately 90% of the students which reside within the boundaries of the district. Students who live in areas where the topology isn't conducive to receiving the district's filtered Internet access may check out AT&T hotspots or receive paper packets. Campus social workers visit the homes of students who experience Internet connectivity difficulties or lack instructional engagement to ensure all students and parents have the needed resources and understand how to connect to courses remotely.

## Asynchronous and Synchronous Remote Learning Instruction

The Asynchronous Learning Plan consists of both synchronous and asynchronous high-yield learning activities. Teachers connect synchronously with students using Google Meet each day at designated times within the daily schedule for whole class, small group, and individual instruction. The teacher is available during the online meeting to deliver subject content and provide support while students are completing individual tasks, collaborative activities, and assessments. Teacher online presence allows for feedback on how learners are

doing in real-time, so positive reinforcement can promote desired behaviors and misconceptions can be corrected instantly. The synchronous sessions utilize discussion and collaboration to build instructor to student and student to student relationships to prevent learners from feeling disconnected with the online learning process. In addition, recordings of effective synchronous sessions are encouraged to be uploaded into Canvas, the district-wide Learning Management System (LMS), so students may review as needed.

Asynchronous learning or independent learning activities are also posted each day in the Daily Learning Agendas in Canvas. Students utilize Canvas to access instructional materials such as recorded instructional sessions or lessons and to practice essential skills at any time and place that works for them and their families. Teachers provide students with tools such as recorded presentations, slideshows, videos, discussion boards, social media groups, and collaborative documents, sheets, and presentations using G-Suite, so interaction with teachers and peers can take place on their own schedules and at their own pace. Online collaborative tools allow students to engage more deeply with the material as they communicate with each other, leading to a richer, more personalized experience overall. Robust online math, reading, and writing platforms are utilized to personalize and address the individual educational needs or learning gaps of each student as well as to progress monitor comprehension and performance towards student goals established at the beginning of the year. In addition, special education student goals outlined in the student’s Individualized Education Plan (IEP) are addressed during synchronous small group instruction or individualized remote instructional time.

Below is a sample snippet from a teacher’s daily asynchronous and synchronous interaction schedule as outlined in the teacher’s Canvas daily learning plan template. Google Meet are synchronous direct teaching interactions and access to these virtual meetings are linked directly under the subject icon clearly indicating times in which students connect synchronously with their teacher.

Asynchronous and Synchronous Daily Learning Plan with Teacher/Student Interactions Sample

<h1 style="text-align: center;">Learning Plan for Today</h1>														
	7:30-8:00	8:00-8:30	8:30-8:50	8:50-9:15	9:15-9:45	9:45-10:15	10:15-11:00	11:00-11:45	11:45-12:30	12:30-1:10	1:10-1:40	1:40-2:10	2:10-2:55	2:55-3:30
Subject/ Activity														
	Independent	Independent				Independent	Independent	Independent				Independent		
<p> = Join Google Meet with teacher link above.      = Work on your own on that app or subject .      = Teacher available to students for help.</p>														

## Instructional Schedules

Pre-Kindergarten In-Person and Remote Sample Schedule					
Instructional Schedule	Instructional Minutes	In-Person	Remote	Remote Delivery Method	Synchronous Minutes
7:30 AM - 8:00 AM		Breakfast in the Classroom	Breakfast At-Home		
8:00 AM - 8:25 AM	25	Greeting Circle/SEL/Goal Setting	Reading Independent Work/Raz Kids	Asynchronous	25
8:25 AM - 8:45 AM	20	Reading Mini-lesson	Outdoor Learning/Science	Asynchronous	20
8:45 AM - 9:10 AM	25	Learning Centers and Literacy Small Groups	Greeting Circle/SEL/Goal Setting	Synchronous	40
9:10 AM - 9:25 AM	15	Learning Centers and Literacy Small Groups	Reading Mini-lesson		
9:25 AM - 9:45 AM	20	Read Aloud/Music and Movement	Literacy Small Groups/I-station Teacher Office Hours for Students	Asynchronous	50
9:45 AM - 10:15 AM	30	Writing Mini-lesson and Writing Small Groups			
10:15 AM - 10:30 AM	15	Writing Centers and Writing Small Groups	Writing Mini-lesson	Synchronous	15
10:30 AM - 10:50 AM	50	Recess and Lunch	Writing Small Groups	Synchronous	25
10:50 AM - 11:20 AM			Writing Small Groups	Asynchronous	25
11:20 AM - 12:10 PM	50	Quiet Reflection	Recess and Lunch	Asynchronous	85
12:10 PM - 12:45 PM	35	Read Aloud/Music and Movement/Snack	Quiet Reflection		
12:45 PM - 1:30 PM	45	Encore (Music, Art, PE)	Encore (Music, Art, PE) Teacher Office Hours for Parents	Synchronous	45
1:30 PM - 2:05 PM	35	Outdoor Learning/Science	Math Small Groups/Imagine Math Teacher Office Hours for Students	Asynchronous	65
2:05 PM - 2:35 PM	30	Math Small Groups/Learning Centers			
2:35 PM - 3:05 PM	30	Math Small Groups/Learning Centers	Read Aloud and Music and Movement	Synchronous	30
3:05 PM - 3:30 PM	25	Closing Circle/Progress Monitoring	Closing Circle/Progress Monitoring	Synchronous	25
<b>Totals</b>	450			Synchronous	180

## Kindergarten-2nd Grade In-Person and Remote Sample Schedule

Instructional Schedule	Instructional Minutes	In-Person	Remote	Remote Delivery Method	Synchronous Minutes
7:30 AM - 8:00 AM		Breakfast/Goal Setting and Progress Monitoring	Breakfast At-Home		
8:00 AM - 8:30 AM	30	Reading Mini-Lesson	Goal Setting and Progress Monitoring/Independent Work	Asynchronous	30
8:30 AM - 8:45 AM	15	Social Emotional Learning Lesson (SEL)	Social Emotional Learning Lesson (SEL)	Synchronous	45
8:45 AM - 8:50 AM	5	Review of Daily Learning Expectations	Review of Daily Learning Expectations		
8:50 AM - 9:15 AM	25	Foundational Skills	Foundational Skills		
9:15 AM - 9:45 AM	30	Reading RTI with I-Station	Reading Small Groups/Independent Work Teacher Office Hours for Students	Asynchronous	30
9:45 AM - 10:15 AM	30	Small Group	Reading RTI with I-Station/Progress Monitoring	Asynchronous	120
10:15 AM - 11:00 AM	45	Computer Science/Lion's Quest	Reading Mini-Lesson		
11:00 AM - 11:45 AM	45	Lunch and Recess	Lunch and Recess		
11:45 AM - 12:30 PM	45	Encore (Art, Music, PE)	Encore (Art, Music, PE) Teacher Office Hours for Parents	Synchronous	85
12:30 PM - 12:40 PM	10	Math Problem of the Day	Math Problem of the Day		
12:40 PM - 1:10 PM	30	Math Mini-Lesson	Math Mini-Lesson		
1:10 PM - 1:40 PM	30	Math RTI with Imagine Math	Math Small Groups/Independent Work Teacher Office Hours for Students	Asynchronous	30
1:40 PM - 2:10 PM	30	Math Small Groups/Independent Work	Math RTI with Imagine Math/Progress Monitoring	Asynchronous	30
2:10 PM - 2:55 PM	45	Grammar/Writing	Grammar/Writing	Synchronous	60
2:55 PM - 3:10 PM	15	Science	Science		
3:10 PM - 3:30 PM	20	Science	Science	Asynchronous	20
<b>Totals</b>	450			Synchronous	190

## 3rd-5th Grade In-Person and Remote Sample Schedule

Instructional Schedule	Instructional Minutes	In-Person	Remote	Remote Delivery Method	Synchronous Minutes
7:30 AM - 8:00 AM		Breakfast/Goal Setting/Progress Monitoring	Breakfast At-Home		
8:00 AM - 8:45 AM	45	Writing	Independent Writing	Asynchronous	45
8:45 AM - 9:00 AM	15	Social Emotional Learning Lesson (SEL)	Social Emotional Learning Lesson (SEL)	Synchronous	60
9:00 AM - 9:15 AM	15	Reading Spiral Review	Reading Spiral Review		
9:15 AM - 9:45 AM	30	Reading Mini-lesson	Reading Mini-lesson		
9:45 AM - 10:10 AM	25	Reading Small Groups/Independent Work	Reading Small Groups/Independent Work Teacher Office Hours for Students	Asynchronous	25
10:10 AM - 10:20 AM	10	Problem of the Day	Problem of the Day	Synchronous	50
10:20 AM - 10:30 AM	10	Math Spiral Review	Math Spiral Review		
10:30 AM - 11:00 PM	30	Math Mini-lesson	Math Mini-lesson		
11:00 PM - 11:20 PM	20	Math Small Groups/Independent Work	Math Small Groups/Independent Work Teacher Office Hours for Students	Asynchronous	20
11:20 AM - 12:05 PM	45	RTI /I-station/Imagine Math/Progress Monitor	RTI /I-Station/Imagine Math/Progress Monitoring	Asynchronous	90
12:05 PM - 12:50 PM	45	Lunch and Recess	Lunch and Recess		
12:50 PM - 1:00 PM	10	Science Problem of the day	Science Problem of the day	Synchronous	115
1:00 PM - 1:40 PM	40	Science Mini-lesson	Science Mini-lesson		
1:40 PM - 2:00 PM	20	Science Writing	Science Writing		
2:00 PM - 2:45 PM	45	Encore (Art, Music, PE)	Encore (Art, Music, PE) Teacher Office Hours for Parents		
2:45 AM - 3:30 PM	45	Computer Science/Lion's Quest	Independent Work/Computer Science/Goal Setting/Progress Monitoring	Asynchronous	45
<b>Totals</b>	450			Synchronous	225

## Middle School In-Person and Remote Sample Schedule with A Lunch

Instructional Schedule	Instructional Minutes	In-Person A/B Schedule	Remote A/B Schedule	Remote Delivery Method	Synchronous Minutes
7:50 AM - 8:10 AM	20	DEAR Time/Breakfast	DEAR Time/Breakfast	Asynchronous	20
8:10 AM - 9:45 AM	95	1st/5th	1st/5th	Synchronous	50
				Asynchronous	45
9:45 AM - 11:20 AM	95	2nd/6th	2nd/6th	Synchronous	50
				Asynchronous	45
11:20 AM - 11:50 AM	30	A Lunch	A Lunch	Asynchronous	30
11:50 AM - 1:25 PM	95	3rd/7th	3rd/7th	Synchronous	50
				Asynchronous	45
1:25 PM - 3:00 PM	95	4th/8th	4th/8th	Synchronous	50
				Asynchronous	45
3:00 PM - 4:00 PM	As Needed	Power Hour/Office Hours Small Group Interventions/Enrichment	Power Hour/Office Hours Small Group Interventions/Enrichment	Synchronous as Needed	
Totals	430			Synchronous	200

## High School In-Person and Remote Sample Schedule with A Lunch

Instructional Schedule	Instructional Minutes	In-Person A/B Schedule	Remote A/B Schedule	Remote Delivery Method	Synchronous Minutes
7:55 AM - 8:15 AM	20	Advisory/Breakfast Goal Setting and Progress Monitoring	Advisory/Breakfast Goal Setting and Progress Monitoring	Asynchronous	20
8:15 AM - 9:50 AM	95	1st/5th	1st/5th	Synchronous	50
				Asynchronous	45
9:50 AM - 11:20 AM	95	2nd/6th	2nd/6th	Synchronous	50
				Asynchronous	45
11:25 AM - 11:55 AM	35	A Lunch	A Lunch	Asynchronous	35
12:00 PM - 1:30 PM	95	3rd/7th	3rd/7th	Synchronous	50
				Asynchronous	45
1:35 PM - 3:05 PM	90	4th/8th	4th/8th	Synchronous	45
				Asynchronous	45
3:05 PM - 4:00 PM	As Needed	Power Hour/Office Hours Small Group Interventions/Enrichment	Power Hour/Office Hours Small Group Interventions/Enrichment	Synchronous as Needed	
Totals	430			Synchronous	195

## Teacher Availability

The home page or syllabus page of each teacher's Canvas course reflects virtual office hours and conference periods when students and parents can connect with teachers via Google Meet or by their classroom telephone. Small group intervention and enrichment along with individual learning times are built into both the elementary and secondary schedules. Below is an example of the home page for both an elementary and a secondary course displaying contact information, office hours, and conference times.

Ms. Mischnick	5th grade ELA/S.S.	<a href="mailto:mischnicks@castleberryisd.net">mischnicks@castleberryisd.net</a>	Room 307
Student Teacher: Miss Rodriguez		(817)252-2563	
Conference Period: 8:00-8:45			
Small Group Intervention/Office Hours: 9:45-10:15am and 11:30-12:00pm			

Janice Bigby	7th/RLA	<a href="mailto:bigbyj@castleberryisd.net">bigbyj@castleberryisd.net</a>	Room: 254
		817-252-2286	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> </div>			
Conference Period A Days Period 4: 1:35 - 2:50			
<a href="#">&gt;&gt;&gt;Virtual CLASS LINK &lt;&lt;&lt;&lt;</a>			
<div style="text-align: center;"> <p><a href="#">Class Instagram</a> <b>The Big Bee Award</b> <a href="#">Awards Link &gt;</a></p> </div>			
VIRTUAL TUTORIAL TIMES/OFFICE HOURS			
Monday - Friday		<a href="https://g.co/meet/BigbyRLA">https://g.co/meet/BigbyRLA &gt;</a>	
3:00-3:30			

## Components of Daily Learning Agendas Posted in Canvas

### Unit 1: Telling Time

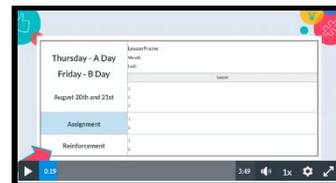
<b>Monday</b> July 13, 2020	<b>OBJECTIVE:</b> I Can tell time to hour and half hour on an analog and digital clock. (TEKS 1.7E) I Will be able to draw an analog clock and a digital clock with matching times.
	Daily Routine (15 minutes)
	1. <b>Counting Warm Up:</b> Practice your counting with Go Noodle. Click the link to begin: <a href="#">Counting to 100</a>
	2. <b>Complete the Daily Quiz below. (Due today)</b> Click the link to begin: <a href="#">Monday Quiz</a> Daily Quizzes cover the following: -Daily Calendar -Number Talks -Problem of the Day -Spiral Review
	Daily Lesson (45 minutes)
	1. Watch this video to begin the lesson: <a href="#">Brian Pop Jr. Parts of a Clock</a> Here is another video you may like by Jack Hartmann: <a href="#">Let's Learn About the Clock</a>
	2. Practice your vocabulary in <a href="#">QUIZLET</a>
	3. Watch this <b>TEACHER VIDEO</b> explaining telling time.
	
	Optional Learning Resources: <a href="#">Think Central</a>
<b>Lesson Assignment</b>	1. Complete this Analog Clock Picture: <a href="#">ASSIGNMENT</a> . You will draw matching analog and digital clocks. Be sure to include the hour hand and minute hand along with the numbers 1-12 on the clock face. <b>(Due today)</b> 2. Complete the <a href="#">DISCUSSION POST</a> . You will discuss which type of clock you think is better and why. <b>(Due Wednesday, July 15th)</b>
<b>Reinforcements</b>	<b>Extra Support:</b> -There are embedded support links in the daily assignment. -Optional Learning Resources listed above in the daily lesson section. <b>Challenge Assignment:</b> -Create a daily schedule with digital times including when you wake up, daily activities, and bedtime. Use the google doc to enter your schedule. <a href="#">DAILY SCHEDULE GOOGLE DOC</a> <b>(Due Wednesday, July 15th)</b>
<b>Independent Assignment</b>	30 Minutes
	Adaptive Math Program

Parent feedback from the spring surveys indicated online course navigation needed to be more consistent district-wide, so parents had a better understanding of how to support their child during remote learning.

The Teaching, Learning, and Innovation Team and district administrators collaborated during the summer Administrator Retreat to develop a standardized daily lesson agenda to be utilized in all teacher Canvas courses. Each teacher's Canvas course was created from a district designed template or Canvas course blueprint which pre-populated each course with daily lesson agendas aligned with the district's school calendar.

District-wide, the daily lesson agendas include the student objective, daily warm-up or **bell work**, lesson, assignment, reinforcement activities, and an independent assignment for the teacher to check for understanding and provide individualized feedback. The image on the left, is a sample of how a typical remote learning daily lesson appears in Canvas. The reinforcement section includes support materials and extension activities, so teachers can provide differentiated instruction based on student needs and progress.

Professional learning was provided to all teachers on how to create an effective daily lesson plan agenda along with providing reinforcement activities for students with accommodations as well as students who have already mastered the content.



[Special Education PL](#)



[Gifted and Talented PL](#)

[Video Explaining How to Create an Effective Daily Lesson Plan](#)

## Instructional Materials Open Responses

### Section 1.1

Component	Explanation
<p><b>What are the expectations for daily student interaction with academic content?</b></p>	<p>Remote asynchronous students are expected to engage in the scheduled content as outlined in the schedules provided above. During synchronous instruction, the teacher will deliver content via a live Google Meet at a time scheduled on the campus master schedule. Asynchronous instructional time will be allocated throughout the day; however, students may complete asynchronous assignments at their own pace, place, and time prior to the due date outlined in the teacher’s Canvas course. All content bell work is expected to be completed daily by 11:59 PM for classroom attendance recording purposes.</p> <p style="text-align: center;">Expectations for Student Interaction with Academic Content</p> <p>Pre-Kindergarten</p> <ul style="list-style-type: none"> <li>• Synchronous Instruction: 180 minutes</li> <li>• Asynchronous Instruction: 270 minutes</li> </ul> <p>Kindergarten-Second Grades</p> <ul style="list-style-type: none"> <li>• Synchronous Instruction: 190 minutes</li> <li>• Asynchronous Instruction: 260 minutes</li> </ul> <p>Third-Fifth Grades</p> <ul style="list-style-type: none"> <li>• Synchronous Instruction: 225 minutes</li> <li>• Asynchronous Instruction: 225 minutes</li> </ul> <p>Sixth-Eighth Grades</p> <ul style="list-style-type: none"> <li>• Synchronous Instruction: 200 minutes</li> <li>• Asynchronous Instruction: 180 minutes</li> </ul> <p>Ninth-Twelfth Grades</p> <ul style="list-style-type: none"> <li>• Synchronous Instruction: 195 minutes</li> <li>• Asynchronous Instruction: 180 minutes</li> </ul> <p>Elementary teacher schedules incorporate office hours for additional synchronous opportunities of small group instruction, extension, and individual instruction. Secondary teachers provide additional synchronous opportunities of small group instruction, extension, and individual instruction within the daily schedule and during the Power Hour office hours. Small group, extension, and individual instruction is determined on an as-needed basis by teachers based on student progress.</p>

The daily schedule includes the following time requirements for each subject:

**Elementary Content Time Requirements**

Grade Level	Reading	Writing	Math	Outdoor Learning Science	Encore Art, Music, PE	Music and Movement	Read Aloud	SEL	Reflection
Pre-K	60 min	45 min	60 min	35 min	45 min	25 min	30 min	50 min	50 min

Grade Level	Humanities Reading/SS	Humanities Writing/SS	RTI RLA/Math	Math	Science Integrated Tech Apps	Encore Art, Music, PE	Computer Science/ Intervention	SEL
Kinder	85 min	45 min	30/30 min	70 min	35 min	45 min	45 min	15 min
1st Grade	85 min	45 min	30/30 min	70 min	35 min	45 min	45 min	15 min
2nd Grade	85 min	45 min	30/30 min	85 min	35 min	45 min	45 min	15 min
3rd Grade	70 min	60 min	45 min	70 min	50 min	45 min	45 min	15 min
4th Grade	70 min	60 min	45 min	70 min	60 min	45 min	45 min	15 min
5th Grade	70 min	60 min	45 min	70 min	60 min	45 min	45 min	10 min

### Middle School Content Time Requirements

Grade Level	Reading Language Arts	Math	Science	Social Studies	PE/ Athletics Speech Health	Elective 1	Elective 2 or Reading Intervention	Tech Apps or CTE
6th Grade	45 min	45 min	45 min	45 min	45 min	45 min	45 min	45 min
7th Grade	90 min	45 min	45 min	45 min	45 min	45 min	45 min	45 min
8th Grade	45 min	45 min	45 min	45 min	45 min	45 min	45 min	45 min

### High School Content Time Requirements (Typical)

Grade Level	English Language Arts	Math	Science	Social Studies	PE or Athletics	Elective 1	Elective 2 Spanish 1 Spanish 2 Fine Arts	CTE or Tech Apps
9th Grade	45 min	45 min	45 min	45 min	45 min	45 min	45 min	45 min
10th Grade	45 min	45 min	45 min	45 min	optional	45 min	90 min	45 min
11th Grade	45 min	45 min	45 min	45 min	optional	45 min	45 min	90 min
12th Grade	45 min	45 min	45 min	45 min	optional	45 min	45 min	90 min

**How will you ensure all student groups and grade levels will have the opportunity to engage in approximately a full day of academic content every day?**

Outlined in the in-person and remote schedules provided, in-person and remote schedules are closely aligned to ensure instructional continuity in case parents select to move students from one learning model into another at the beginning of a new six weeks.

Time engagement is consistent between the in-person and remote asynchronous daily content schedules.

Grade	In-Person Instruction Engagement	Asynchronous Remote Instruction Engagement
Pre-Kindergarten	450 min	Synchronous=180 min Asynchronous=270 min Total Engagement=450 min
Kindergarten -2 <sup>nd</sup> Grades	450 min	Synchronous=190 min Asynchronous=260 min Total Engagement=450 min
3 <sup>rd</sup> - 5 <sup>th</sup> Grades	450 min	Synchronous=225 min Asynchronous=225 min Total Engagement=450 min
6 <sup>th</sup> - 8 <sup>th</sup> Grades	430 min	Synchronous=200 min Asynchronous=230 min Total Engagement=430 min
9 <sup>th</sup> - 12 <sup>th</sup> Grades	430 min	Synchronous=195 min Asynchronous=235 min Total Engagement=430 min

## Section 1.2

Component	Explanation
<b>What are the expectations for teacher/student interactions?</b>	<p>Elementary teachers will begin each day connecting with all students during a virtual synchronous social emotional learning activity.</p> <p>All teachers are expected to engage and connect each day with students during the scheduled synchronous Google Meet outlined in the grade level schedules provided above. (Also, see the asynchronous daily learning plan with teacher/student interactions sample pictured at the beginning of the document for specific student interaction details.)</p> <p>Principals will monitor to ensure the Google Meet virtual conference links are published in the teacher's daily learning plan in Canvas as well as visit remote classes and conduct virtual walkthroughs.</p> <p>In addition, during asynchronous time, teachers are expected to give feedback to students in Canvas on assignments to inform students of their performance. To motivate learners in a remote setting, teachers will be asked to explore activities such as providing students with digital badges, updating leaderboards to encourage students to compete for recognition, or creating discussion forums within Canvas, so teachers and students may interact online and learn and receive feedback from one another.</p> <p>Some students will be required to interact with teachers and peers daily during small group instruction, extension activities, or individual learning opportunities during teacher office hours. During this time students may receive interventions, targeted supports for EL's, special education, or 504 services along with tutoring and support for dual credit and advanced academics.</p> <p>Teachers will notify students if they are required to attend office hours posted on the teacher's daily lesson agenda each day.</p>

**How will teacher/student interactions be differentiated for students with additional learning needs?**

Students will be assigned to small group intervention virtual sessions based on student need from progress monitoring conducted on daily assignments and common formative assessments in Canvas and district created unit exams. In addition, teachers may schedule virtual one on one sessions to discuss progress towards student goals and to determine how students respond best to various instructional activities in the remote instruction. Teachers may then adjust remote activities and strategies to provide instructional methods that elicit success.

Teachers may also schedule students for individual conferencing if they notice that student progress is lacking, or if a student is engaging but struggling to make progress. Intervention sessions are conducted synchronously in a Google Meet. Students with disabilities, students of special populations, or EL's will also have access to additional accommodations in the instructional materials provided in the reinforcement area of the daily agendas. Students have the opportunity for personalized support during designated office hours. For a full plan on how students with disabilities will be served in a remote setting visit the district's [Special Services Return to School Plan](#).

## Material Design

Elementary Material Design						
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>	PK - 5	<p><b>CISD Curriculum Guiding Documents (K-5)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p><b>Go Math/Think Central (K-5)</b></p> <p><b>Imagine Math</b> <i>Online adaptive math program that provides standards based lessons PK - 5.</i></p> <p><b>Lone Star Learning: Target the Question TEKS Target Practice (K-5)</b></p> <p><b>CIRCLE Curriculum (PK)</b></p> <p><b>CIRCLE Activity Collection (PK)</b></p> <p><b>Frog Street Press (FSP) (PK)</b></p>	<p><b>Canvas, LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p><b>Digital Campus Common Formative Assessments</b></p> <p><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p><b>Imagine Math (PK-5)</b></p> <p><b>Assessing Math Concepts (K-2)</b></p> <p><b>CIRCLE Progress Monitoring (PK)</b></p>	Yes	<p><b>Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</b></p> <p><b>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</b></p> <p><b>Oral assessments available through Eduphoria.</b></p> <p><b>Use of supplemental aids developed collaboratively between content coordinator and special education department.</b></p> <p><b><a href="#">Virtual Manipulatives</a></b></p> <p><b>Digital Tools for Support: <a href="#">Special Education</a></b></p>	<p><b>Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources).</b></p> <p><b>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</b></p> <p><b>CISD Guiding Documents contain suggested activities to support English Language Learners within each unit.</b></p> <p><b>Digital Tools for Support: <a href="#">English Learners</a> <a href="#">Dual Language Learners</a> <a href="#">All Learners</a></b></p>

<p><b>ELA/SLA Instructional Materials</b></p>	<p>PK - 5</p>	<p><b>CISD Curriculum Guiding Documents (K-5)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p>Houghton Mifflin Harcourt (HMH) K-5</p> <p>Frog Street Press (FSP) PK</p> <p>Estrellita (Spanish)</p> <p>CLI Engage (CIRCLE) PK</p>	<p><b>Canvas, LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p>Digital District Unit Common Assessments</p> <p>I-Station’s Indicators of Progress (English and Spanish)</p> <p>CLI Engage (TPRI, Tejas Lee, TX-KEA and CIRCLE Progress Monitoring)</p> <p>Reading Benchmarking Systems (Raz Kids Plus, Fountas and Pinnell Benchmark Assessment Kit and Evaluación del Desarrollo de la Lectura 2)</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</p> <p>Modifications and/or accommodations are provided to students in alignment to their Individualized Education Plan.</p> <p>Oral assessments available through Eduphoria.</p> <p>Use of supplemental aids developed collaboratively between content coordinator and special education department.</p> <p>Digital Tools for Support: <a href="#">Special Education</a></p>	<p>HMH has embedded EL support instructions and contains nonlinguistic representations.</p> <p>Thinking Maps are used to support students in their writing development.</p> <p>The LPAC Committee determines all linguistic accommodations and designated supports for English Language Learners.</p> <p>CISD Guiding Documents contain suggested activities to support English Language Learners within each unit.</p> <p>Digital Tools for Support: <a href="#">English Learners</a> <a href="#">Dual Language Learners</a> <a href="#">All Learners</a></p>
<p><b>Science Instructional Materials</b></p>	<p>PK - 5</p>	<p><b>CISD Curriculum Guiding Documents (K-5)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p>STEMScopes</p> <p>CIRCLE PK Curriculum (PK)</p> <p>CIRCLE Activity Collection (PK)</p> <p>Frog Street Press (FSP) (PK)</p>	<p><b>Canvas, LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p>Digital District Unit Common Assessments Eduphoria</p> <p>Page Keeley Formative Assessment Probes</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</p> <p>Modifications and/or accommodations are provided to students in alignment to their Individualized Education Plan.</p> <p>STEMScopes has an audio component built into their program.</p> <p>Picture vocabulary and glossaries are included in STEMScopes.</p>	<p>STEMScopes is in English and Spanish.</p> <p>Picture vocabulary and glossaries are included in STEMScopes.</p> <p>STEMScopes has an audio component built into their program.</p> <p>The LPAC Committee determines all linguistic accommodations and designated supports for English Language Learners.</p> <p>CISD Guiding Documents contain suggested activities to support</p>

			Assessments embedded in STEMScopes		<a href="#">Supplemental Aids/Graphics</a> Oral administration of online assessments available. Intervention is built into STEMScopes.	English Language Learners within each unit. <b>Digital Tools for Support:</b> <a href="#">English Learners</a> <a href="#">Dual Language Learners</a> <a href="#">All Learners</a>
Social Studies Instructional Materials	PK - 5	<b>CISD Curriculum Guiding Documents (K-5)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i> <b>My World</b> <b>CIRCLE PK Curriculum (PK)</b> <b>CIRCLE Activity Collection (PK)</b> <b>Frog Street Press (FSP) (PK)</b>	<b>Canvas, LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities <b>Digital Campus Common Formative Assessments</b> <b>My World Unit Assessments</b>	Yes	Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas. Modifications and/or accommodations are provided to students in alignment to their Individualized Education Plan. <b>Digital Tools for Support:</b> <a href="#">Special Education</a>	HMH has embedded EL support instructions and contains nonlinguistic representations. The LPAC Committee determines all linguistic accommodations and designated supports for English Language Learners. CISD Guiding Documents contain suggested activities to support English Language Learners within each unit. <b>Digital Tools for Support:</b> <a href="#">English Learners</a> <a href="#">Dual Language Learners</a> <b>Additional Resources:</b> Exploring Social Studies <a href="#">Campus Library Resources</a>

## Secondary Material Design

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	6th – 12th	<p style="text-align: center;"><b>CISD Curriculum Guiding Documents (6th- 12th)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p style="text-align: center;"><b>Imagine Math</b> <i>Online adaptive math program that provides standards based lessons 6th – College Readiness.</i></p> <p style="text-align: center;"><b>McGraw Hill - ConnectED</b> <i>Online math resources provided by secondary math textbook adoption.</i></p> <p style="text-align: center;"><b>UT Austin OnRamps</b> <i>Distance education through a dual enrollment model, engaging students in an authentic college experience and rigorous content.</i></p>	<p style="text-align: center;"><b>Canvas LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p style="text-align: center;"><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p style="text-align: center;"><b>Imagine Math</b> <i>Computer Adaptive Math Support</i></p> <p style="text-align: center;"><b>ConnectED</b> <i>McGraw Hill online resource</i></p>	Yes	<p style="text-align: center;">Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</p> <p style="text-align: center;">Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</p> <p style="text-align: center;">Oral assessments available through Eduphoria.</p> <p style="text-align: center;">Use of supplemental aids developed collaboratively between content coordinator and special education department.</p>	<p>The CISD curriculum has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Amplify also has a digital learning hub with teacher resources to support their EL instruction.</p> <p>Imagine Math includes materials in both English and Spanish (including videos and resources).</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

<p><b>ELA/ELLA/ELDA Instructional Materials</b></p>	<p><b>6th – 12th</b></p>	<p><b>CISD Curriculum Guiding Documents (6th- 12th)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p><b>HMH, OnlineEd</b> <i>HMH Into Literature equips students with the strategies they need to strengthen TEKS based literacy skills.</i></p> <p><b>IStation</b> <i>Students improve comprehension by engaging in individualized instruction targeting phonemic awareness, phonics, fluency, comprehension, and vocabulary.</i></p> <p><b>UT Austin OnRamps</b> <i>Distance education through a dual enrollment model, engaging students in an authentic college experience and rigorous content.</i></p> <p><b>Vista Higher Learning: Newcomers Get Ready!</b> <i>Comprehensive standards- based program specifically developed to foster literacy for English Language Learners</i></p>	<p><b>Canvas LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p><b>HMH, OnlineEd</b> Selection Tests and Lexile Growth Measure</p> <p><b>Istation</b> Computer-Adaptive Assessments &amp; Priority Reports</p> <p><b>Reading Benchmarking Systems (Fountas and Pinnell Benchmark Assessment, Red Purple and Teal Kits)</b></p> <p><b>Kamico</b> <i>Rigorous formative assessments that empower students to master the state standards.</i></p>	<p><b>Yes</b></p>	<p><b>Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</b></p> <p><b>Accommodations and/or modifications will be provided to students based on their Individualized Education Plan.</b></p> <p><b>Oral assessments available through Eduphoria.</b></p> <p><b>Use of supplemental aids developed collaboratively between content coordinator and special education department.</b></p>	<p><b>CISD has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Amplify also has a digital learning hub with teacher resources to support their EL instruction.</b></p> <p><b>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</b></p>
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<p style="text-align: center;"><b>Science Instructional Materials</b></p>	<p style="text-align: center;"><b>6th – 12th</b></p>	<p style="text-align: center;"><b>CISD Curriculum Guiding Documents (6th- 12th)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p style="text-align: center;"><b>STEMscopes</b> <i>Online Science resources provided by the district.</i></p> <p style="text-align: center;"><b>UT Austin OnRamps</b> <i>Distance education through a dual enrollment model, engaging students in an authentic college experience and rigorous content.</i></p> <p style="text-align: center;"><b>Advanced Placement</b> <i>College level courses and Exams provided by the College Board.</i></p>	<p style="text-align: center;"><b>Canvas LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p style="text-align: center;"><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p>	<p style="text-align: center;"><b>Yes</b></p>	<p style="text-align: center;">Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</p> <p style="text-align: center;">Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p style="text-align: center;">Oral assessments available through Eduphoria.</p> <p style="text-align: center;">Use of supplemental aids developed collaboratively between content coordinator and special education department.</p>	<p style="text-align: center;">CISD has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Amplify also has a digital learning hub with teacher resources to support their EL instruction.</p> <p style="text-align: center;">Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
<p style="text-align: center;"><b>Social Studies Instructional Materials</b></p>	<p style="text-align: center;"><b>6th – 12th</b></p>	<p style="text-align: center;"><b>CISD Curriculum Guiding Documents (6th- 12th)</b> <i>The guiding documents are designed to ensure instructional continuity between F2F and remote instruction.</i></p> <p style="text-align: center;"><b>UT Austin OnRamps</b> <i>Distance education through a dual enrollment model, engaging students in an authentic college experience and rigorous content.</i></p>	<p style="text-align: center;"><b>Canvas LMS</b> Activities including assignments, discussions, quizzes, and Formative Assessment Activities</p> <p style="text-align: center;"><b>Eduphoria, Aware</b> Digital District Based Unit Assessments</p> <p style="text-align: center;"><b>ConnectED</b> McGraw Hill Online Resource</p>	<p style="text-align: center;"><b>Yes</b></p>	<p style="text-align: center;">Differentiation and scaffolding supports are embedded within the curriculum and <a href="#">daily reinforcement</a> agendas.</p> <p style="text-align: center;">Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p style="text-align: center;">Oral assessments available through Eduphoria.</p>	<p style="text-align: center;">CISD has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Amplify also has a digital learning hub with teacher resources to support their EL instruction.</p> <p style="text-align: center;">Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

		<p><b>McGraw Hill - ConnectED</b>  <i>Online math resources provided by secondary math textbook adoption.</i></p> <p><b>Lowman Consulting</b>  <i>Results, data-driven backed materials provided to streamline instruction.</i></p>			<p><b>Use of supplemental aids developed collaboratively between content coordinator and special education department.</b></p>	
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## Material Design Open Responses

### Section 2.1

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</b></p>	<p>Daily lesson agendas with detailed directions and links to TEKS aligned instructional materials will be available for students through the Canvas LMS Platform. However, teachers will need to change their pedagogical strategy as well as redesign their instructional materials and activities when teaching in an asynchronous learning environment. The daily learning agendas will be written and materials organized, so students will be able to work through them on their own and at their own time and pace based on clear deadlines established for completion and evaluation. Teachers and instructional leaders will work collaboratively to redesign activities and modify materials to support an online experience where students interact with the instructional materials and collaborate with other students as well as the teacher as they learn. The district adopted materials will be presented with activities that encourage online peer interaction and collaboration with one another versus relying primarily on the daily synchronous teacher lecture approach. Metacognitive activities such as reflective blogging, posting in discussion boards, and peer to peer collaboration using Web 2.0 applications elicit higher retention of knowledge and learning. In addition, the district will provide professional learning, so teachers can learn how to effectively deliver remote learning activities in an asynchronous learning environment. While the learning objectives and outcomes are the same for in-person students and asynchronous students, the lesson delivery and materials will be redesigned or adjusted to be suitable for remote learning experiences.</p> <p>For science labs at the elementary level, teachers have the option of sharing videos of labs, <a href="#">such as those linked here</a>, in order to replicate the lab for asynchronous students. Teachers can also video themselves doing labs during the Google Live Meet, then take that video and post it to Canvas for asynchronous</p>

students to watch [as shown here](#) (scroll down to the science lesson). Students also have the option of participating in virtual lab investigations, [such as those linked here](#), to explore properties and characteristics of the unit being covered.

To accommodate asynchronous learning in secondary Science, changes were made to the curriculum for student access to materials. The district created two types of dynamic activities. Virtual manipulatives allow users to pick up, move and place items in a graphic organizer. Virtual labs allow students to interact with the materials online and sometimes offer a game-like setting. Some safe lab materials have been provided for students at home. Student's complete virtual lab notebooks after lab interaction online. Here is a [link to the Sample Virtual Manipulative](#) and a [link to the Science Virtual Lab Notebook](#).

CTE course scope and sequences have been adjusted to ensure they meet instructional continuity standards for synchronous and asynchronous learning. Guiding documents for all 22 of the offered CTE courses have been modified to accommodate a new block schedule. For the required face-to-face seat time course designated by TEA for particular CTE courses (i.e., Construction Technology and Culinary Arts), specific times have been designated for students to come in and demonstrate TEKS mastery for the content.

In addition, teachers will utilize robust online platforms the district has purchased to provide a personalized learning experience. Students will work through engaging game-like programs that can adapt to the needs of the individual learner by providing personalized instruction from intervention to enrichment activities. These programs align with state standards and provide instruction and ongoing assessment to identify learning gaps and assign online lessons based on the skills needed to close the learning gaps.

The use of online formative assessment programs such as Pear Deck, Edpuzzle, Flipgrid, Spiral, Mentimeter, Formative, Kahoot!, Plickers, and other educational technologies will be part of the daily remote learning experience to progress monitor student performance towards mastering the state standards for each subject area.

In-person and remote learning schedules (provided above) have been designed to allow for alignment in sequencing and coverage of instructional materials (instructional continuity), so students moving from one learning method to another will not miss essential subject content.

## Section 2.2

**What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?**

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.

Castleberry has implemented the Co-Teach Model to support the mainstreamed special education students throughout the district. Co-teachers work with general education teachers and support students during the teacher's Live Google Meet as well as work with small groups during asynchronous times in designated Google Meet breakout rooms. Co-teachers support all special populations in the small group breakout room setting.

In addition, the district employs two instructional coaches that support teachers in creating effective lessons and materials for EL's. The coaches also train and support teachers in the implementation of the eight components of Sheltered Instruction (SIOP) to help teachers present content in a way that is more comprehensible to English Learners.

Both the district special education coordinator and English learner coaches attend professional learning communities to provide strategies such as creating graphic organizers or other visual supports to improve student understanding.

[Professional learning on how to support special populations](#) in a remote setting was conducted and expectations for remote learning differentiation has been established along with [a plan for monitoring the implementation](#).

## Progress Monitoring

### Section 3.1

Component	Explanation
<b>What is the expectation for daily student engagement?</b>	<p>Students are expected to engage daily in asynchronous learning. A daily agenda is included in each teacher's Canvas course indicating when asynchronous and synchronous learning is scheduled. At the start of each day, elementary students watch a short video that introduces the agenda for the day and highlights the expectations. A lesson for each content area is included each day. Students who are unable to engage during synchronous learning can access all learning activities through their Canvas course. Each lesson, synchronous or asynchronous, is planned in advance, posted in the class Canvas course and includes clear dates, meetings times, objectives, lesson resources, assignments, assignment due dates, and reinforcements for differentiation and extension. Lessons taught synchronously are recorded and then posted to the Canvas course, so that students who could not connect synchronously may watch the teacher's lesson. Some assignments may take several days to complete, so to ensure student engagement is monitored daily, a short daily activity is always included. Examples of short daily activities include, but are not limited to: bell work, problem of the day, short written/recorded responses, discussion boards, engagement in adaptive reading or math programs and/or daily fluency checks.</p> <ul style="list-style-type: none"><li>• <a href="#">Sample Daily Agenda</a></li><li>• <a href="#">Sample Lesson Plan Templates</a></li><li>• <a href="#">Sample lesson Plan</a></li><li>• <a href="#">Sample Missing Reading Assignments List for Students</a></li></ul>
<b>What is the system for tracking daily student engagement?</b>	<p>Teachers use several means to track student engagement daily to ensure curricular progress in asynchronous learning. Canvas is the learning management system by which students access instructional materials such as recorded instructional sessions or lessons and are able to practice essential skills at any time and place that works for them and their families. The use of Canvas assignments, quizzes, and discussions can be assigned and time stamped as students submit their work. In Pre-Kindergarten through 2nd grade, students access Seesaw through their Canvas course to submit assignments and teachers are able to track individual student progress as they submit assignments. Teachers provide students with a variety of tools in Canvas to promote successful engagement, including: recorded presentations, slideshows, videos, discussion boards, social media groups, and collaborative documents, sheets, and presentations using G-Suite, so interaction with teachers and peers can take place on their own schedules and at their</p>

	<p>own pace. In addition, student engagement is tracked for synchronous learning when students join the scheduled remote class meeting via Google Meet each day. Lastly, teachers measure student engagement by monitoring student participation and progress in robust adaptive reading and math online programs.</p> <p>All teachers have been trained on how to take daily attendance by monitoring student engagement. If a teacher finds that a student has not engaged, he/she contacts the family to support them in engaging their child in asynchronous learning. When teachers are unable to contact a family, campus administrators, counselors, and social workers assist by making additional calls and home visits as needed to ensure all students are engaged. 100% of Castleberry students are afforded the opportunity to participate in online learning as the district has invested in one-to-one devices for all pre-kindergarten through twelfth grade students and has erected three WiFi towers which provide district filtered Internet access to approximately 90% of the students which reside within the boundaries of the district. Students who live in areas where the topology is not conducive to receiving the district’s filtered Internet access may check out AT&amp;T hotspots or receive paper packets. All documentation of parent contact is maintained in a campus contact log. In addition, teachers use checklists to monitor individual classroom daily attendance and submitted assignments.</p> <ul style="list-style-type: none"><li>• <a href="#">Sample Contact Log</a></li><li>• <a href="#">Sample Attendance and Assignment Log</a></li><li>• <a href="#">Taking Daily Attendance Training Video</a></li></ul>
<b>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</b>	<p>Grading guidelines for remote student work are consistent with those used prior to COVID-19 for on campus assignments. Included below are the grading guidelines for 2019-2020 and 2020-2021.</p> <ul style="list-style-type: none"><li>• <a href="#">Grading Guidelines 2019-2020</a></li><li>• <a href="#">Grading Guidelines 2020-2021</a></li></ul> <p>In addition to a consistent set of grading guidelines for remote and in-person learning, curriculum documents aligned to the TEKS are in place and include consistent expectations for remote and in-person learning. Teachers design their lessons in alignment to the curriculum documents and include the lessons in Canvas. Daily lesson plans will be maintained for in-person and remote learning to ensure instructional continuity. In addition to consistent expectations for grading and curriculum, there are consistent expectations for both remote and in-person student assessment. All students, remote or in-person, will be assessed using formative assessments, unit assessments, district benchmarks and progress monitoring systems such as TX-KEA, TPRI, Tejas Lee, I-station and Imagine Math. In accordance with our grading guidelines, all students have the opportunity to retake a unit assessment or correct a unit assessment for an</p>

improved grade. If a student is unable to take a unit assessment during a scheduled synchronous administration, evening assessment times are offered as well as paper and pencil administrations.

**Section 3.2**

**What is the system for tracking student academic progress?**

Systems to measure academic progress of all students are in place and used to inform instructional practices in an asynchronous environment. Teachers track academic progress by monitoring student performance in a variety of ways including but not limited to: daily class assignments, interactions with the teacher during synchronous instruction, responses in collaborative dialogue, and performance on teacher created formative assessments. Robust online math, reading, and writing platforms designed to personalize instruction to address the individual needs of students also offer consistent access to data that teachers can use to measure academic progress and plan for instruction.

Formal progress monitoring systems including CIRCLE Progress Monitoring, TX-KEA, TPRI, Tejas Lee and Imagine Math are administered three times a year and provide teachers with additional data for goal setting and planning for small group instruction and intervention. Using Raz Kids Plus, teachers are able to monitor student reading progress using [benchmark passages](#) and [letter assessments](#). In addition to systems that support Reading and Math, STEMScopes can be used to assign specific assessments or tasks (progress monitoring assessment, pre/post assess, CER, writing, etc.) where students can receive immediate feedback.

Small group instructional times are built into student schedules and are flexible to ensure teachers intervene with students as appropriate to address areas of deficit. When students meet with teachers during small group intervention times, they reflect on student progress toward meeting their goals and establish strategies they can use to meet their goals. At the secondary level, a Power Hour is included at the end of the day. This time is dedicated to providing personalized support for students in the form of intervention and teacher feedback. Student office hours are also included in each teacher’s schedule to ensure students have the opportunity to ask questions or share concerns. Lastly, all students take unit assessments and district benchmarks. When students are unable to participate in a synchronous

	<p>administration of an assessment, evening assessment times are offered as well as opportunities to take a paper pencil test.</p> <p>Students take part in monitoring their own progress by establishing daily/weekly goals and then reflecting on their progress toward reaching their goals. Teachers provide a variety of tools to assist students with monitoring their own progress including daily checklists, goal setting forms, reflection forms, etc. Robust online math, reading, and writing platforms are also utilized to personalize learning and establish individual educational goals with students. As students progress through the platforms, they are able to monitor their own progress toward meeting their goals and celebrate their success with rewards. For example, as students work through Imagine Math, they earn points (3-5) or coins (PK-2) on their lessons and then receive a certificate as they complete a lesson. In Raz Kids Plus, students are able to self-monitor their reading progress towards the next reading-level as they read books from their personalized leveled library. At the secondary level, students in Advanced Placement are able to monitor their progress using the Student Progress Dashboard where they can see the progress they have made on specific skills and content knowledge. As an extension to core content, students identified as Gifted and Talented at the elementary level are provided with a choice board of learning tasks and are able to choose the order in which they would like to work on assignments. The students report their progress each week when they meet with their teacher.</p> <ul style="list-style-type: none"><li>• <a href="#">Sample Missing Assignment Checklist</a></li><li>• <a href="#">Sample Student Goal Setting Presentation</a></li><li>• <a href="#">Sample Student Goal Setting with Writing Presentation</a></li><li>• <a href="#">Sample Gifted and Talented Choice Board (K-1st)</a></li></ul>
<b>What is the system for providing regular (at least weekly) feedback to all students on progress?</b>	<p>Student feedback is provided from teachers multiple times throughout the week in a variety of ways. Teachers have established a schedule that includes small group instruction and progress monitoring. During these small group/progress monitoring interactions, students receive feedback about their progress toward meeting goals and next steps for accomplishing their goals. Synchronous interactions lend themselves to immediate feedback as students interact with content. However, teachers are also able to provide personalized feedback for asynchronous instruction in Canvas by sending written, video, or audio messages to students with individual feedback about assignments or progress. Rationales can also be added to all the answer choices in quizzes in Canvas to explain why an answer is correct or incorrect. Raz Kids Plus and Seesaw through Canvas also allows teachers to provide students with written or audio feedback on assignments.</p>

	<p>Office hours for students and parents are included in every teacher’s schedule to ensure parents and students are able to connect with the teacher to receive feedback, ask questions, share concerns, or celebrate achievements. Students and parents are able to monitor grades in Canvas. School Messenger, through Skyward, provides parents with an additional avenue to monitor their child’s grades. Weekly summaries are sent to all parents from Skyward as well as notifications when progress reports and report cards are available to view.</p>
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### Implementation

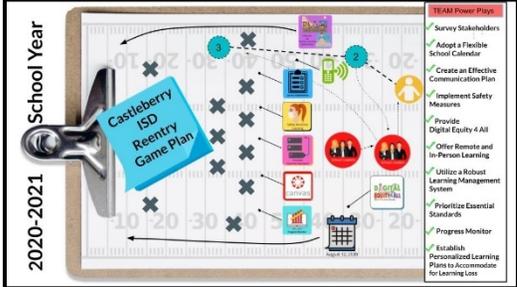
## Summer and Beginning of Year Professional Learning Calendar Incorporating Strategies for Asynchronous Learning

Date	Audience	Title	Brief Description
June 1 through June 7, 2020	District-Wide Optional Flex	Special Populations Academy	The purpose of the <a href="#">academy</a> was to equip teachers with tools to build rigorous activities that focus on high yield teaching strategies for students in Bilingual Education, Gifted and Talented, ESL, Special Education, and Dyslexia programs whether in-person or remote.
June 29 and 30, 2020	District-Wide Optional Flex	Does Your Online Classroom Have Collaboration, Feedback, and Formative Assessment	The course enabled teachers to explore the use of online applications for the <a href="#">purpose of progress monitoring</a> . The course resources are available throughout the year to all staff.
July 14 and 15, 2020 (ongoing)	District-Wide Optional Flex	Keep Calm in Canvas Like a Champ	The course introduced basic Canvas features and highlighted new advanced features.
July 16, 2020	District Administrators	Castleberry ISD Reentry Game Plan Part 1	The <a href="#">virtual retreat</a> prepared administrators for starting school in a remote setting.
July 20 and 21, 2020	PK-Academy	PK Teachers	This course addressed PK curriculum and progress monitoring for both in-person and remote students.
July 23, 2020	District Administrators	Castleberry ISD Reentry Game Plan Part 2	The <a href="#">virtual retreat</a> prepared administrators for starting school in a remote setting.

July 27, 28, and 29	Kinder – 5 <sup>th</sup> Grade Teachers	Elementary Academy K-5	Learners engaged in implementing a <a href="#">balanced literacy approach</a> by integrating reading, writing, listening, speaking, and thinking into literacy instruction for all students whether in-person or remote.
July 27, 28, and 29	Secondary RLA/ELA	Level Up Literacy	Learners engaged in implementing a <a href="#">balanced literacy approach</a> by integrating reading, writing, listening, speaking, and thinking into literacy instruction for all students whether in-person or remote.
August 3 and 4, 2020	New Teachers	New Teacher Professional Learning	This blended learning course <a href="#">prepared new teachers</a> on how to utilize district technology to delivery instruction.
August 5 <sup>th</sup> , 2020	All Campus Staff	Implementation of the Reentry Game Plan	This professional learning introduced staff to the Reentry Game Plan which included a review of student data from 2019-2020 Unit and Benchmark Assessments. <a href="#">Progress monitoring activities</a> were introduced in the Administrative Retreat to be utilized on this day.
August 6, 2020	All Teachers and Administrators	Delivering Content in an Asynchronous Learning Environment	This Canvas course provided <a href="#">step by step directions on how to be successful in a remote learning environment</a> . Course module details are listed below in the course links and descriptions.
August 10, 2020	All Teachers	Content Specific Instructional Materials for Asynchronous Learning	<a href="#">Elementary Agenda</a> <a href="#">Secondary Agenda</a>
August 11, 2020	All Teachers	PLC Time (Creating Week 1 Online Instruction in Canvas)	Teachers collaborated with district staff to create their first week of online content in Canvas using the district daily agenda templates.

Support for Educators Implementing Asynchronous Learning

Section 4.1

Component	Explanation
<p><b>4.1 How will both initial and ongoing, job-embedded educator development opportunities occur?</b></p>	
<p>Below is a list of Castleberry ISD’s Professional Learning which was offered during the months of June, July, and early August in preparation for opening schools in-person, in a remote setting, or in a hybrid approach. The following Canvas courses were developed by the Teaching, Learning, and Innovation Team and were delivered in a virtual live session, online, face to face, or in a blended approach. This list includes <i>initial</i> professional learning courses as well as <i>ongoing</i> professional learning courses created in Canvas. Professional learning for new teachers was held in a blended model on August 3<sup>rd</sup> and 4<sup>th</sup> prior to all teachers returning on August 5<sup>th</sup>, who received four days of professional learning in face to face, asynchronous remote, and synchronous virtual live sessions. Ongoing support for educators is scheduled during Professional Learning Communities (PLC’s) which occur 45 minutes each day, Monday through Friday on each campus. In addition, resources are provided and updated often in each content coordinator’s Canvas course as support is needed. The Teaching, Learning, and Innovation staff connect with teachers via Google Meet and review instructional strategies and content material outlined in the Canvas courses during teacher conference periods, PLC time, and after school. Some meetings are pre-scheduled while others are just-in-time trainings based on individual needs.</p>	
 <p>Administrator Retreat Professional Learning  <a href="#">Reentry Game Plan</a></p>	<p>The district provided an initial professional learning titled, Administrative Reentry Game Plan, to over 50 administrative staff on July 16th and July 23rd. The topics included how to implement the following ten power plays or strategies to ensure a smooth start to the new year. (Survey Stakeholders, Adopt an ASDY Flexible Calendar, Create an Effective Communication Plan, Implement Safety Measures, Provide Digital Equity 4 All Students, Offer Remote and In-Person Learning, Utilize a Robust Learning Management System, Prioritize and Identify Essential Standards, Progress Monitor, and Establish Personalized Learning Plans to Accommodate for Learning Loss)</p> <p>District and campus administrators walked away from the two-day retreat with a reentry action plan to be implemented on their campuses or in their departments to prepare for an asynchronous remote learning environment to be delivered during the school start transition period.</p>



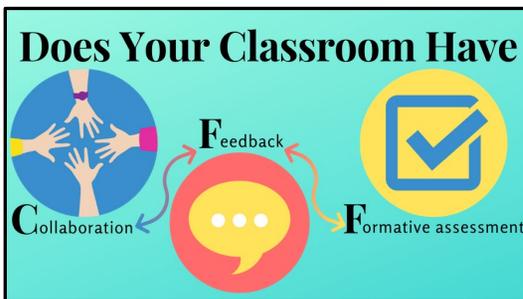
Virtual Special Populations Academy (SPA)  
[Website of Course Offerings](#)

The Special Populations Academy was offered over a two-week period and included both virtual synchronous and online asynchronous professional learning opportunities. The purpose of the academy was to equip teachers with tools to build rigorous activities that focus on high yield teaching strategies for students in Bilingual Education, Gifted and Talented, ESL, Special Education, and Dyslexia programs.



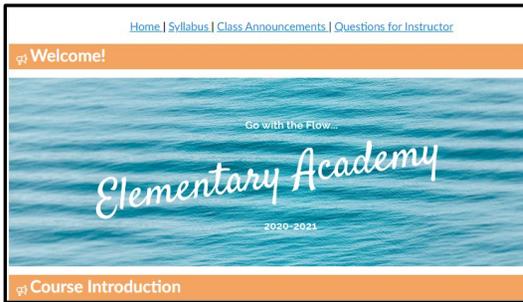
Beginner Basics to Advanced  
[Canvas Professional Learning](#)

From beginner basics to advanced techniques, Keep Calm and Canvas Like a Champ was offered to all teachers and instructional staff. Participants learned how to use the LMS to simplify teaching and elevate learning in a remote learning environment. Even if educators had been using Canvas for a while, new features in Canvas were covered for seasoned veterans. This split-level session gave all ability levels the confidence to Canvas like a Champ in the upcoming school year.



Utilizing High Yield Strategies  
in a Remote Setting  
[Collaboration, Feedback, and Formative  
Assessment](#)

This online professional learning course provided teachers with a better understanding of how to effectively use collaboration, feedback, and formative assessment to enhance student mastery of concepts. Teachers who attended researched strategies and tips and investigated online tools that could be used in a face-to-face setting, blended learning environment, or a 100% remote learning setting. In order to receive credit for the course, participants completed all modules within the specified time.



Elementary Academy  
[Designing the Literacy Block](#)

This two-day learning experience immersed participants in an effective literacy block. Learners engaged in using a balanced literacy approach by learning how to integrate reading, writing, listening, speaking, and thinking into literacy instruction for all students whether in-person or remote.



[Secondary Level Literacy](#)

This two-day learning experience immersed participants in an effective literacy block. Learners engaged in using a balanced literacy approach by learning how to integrate reading, writing, listening, speaking, and thinking into literacy instruction for all students whether in-person or remote.



Elementary and Secondary New Teacher  
[Instructional Technology Professional Learning](#)

A full day of new teacher instructional technology professional learning was provided prior to the return of all staff. Topics included the following:

- Know the CISD Technology Staff and Classroom Inventory
- Become Familiar with Student Devices and Platforms
- Log in to Canvas and Explore Features for Asynchronous Remote Learning
- Provide Digital Equity 4 All
- Understand Microsoft Office 365
- Master G-Suite for Education
- Learn CISD Policies and Procedures
- Adopt Virtual Norms and Extensions
- Create a Positive Teacher Brand
- Utilize Skyward to Track Essential Information
- Set up Voicemail and Classroom Phone
- Prevent Cyber Attacks

Elementary Professional Learning: The following Canvas courses were developed by the Teaching, Learning, and Innovation Team and include professional learning for new teachers along with supporting returning teachers on how to deliver specific instructional content in an asynchronous remote learning environment. The courses are updated on an ongoing basis based on instructional content needs.



**Course:** [Elementary Math](#)  
**Target Audience:** PK-5th Math Teachers  
**Course Manager:** [Whitney Harper](#)



**Course:** [Elementary Science](#)  
**Target Audience:** PK-5th Science Teachers  
**Course Manager:** [Nikki McDorman](#)



**Course:** [Elementary Humanities](#)  
**Target Audience:** PK-5th Humanities Teachers  
**Course Managers:** Rebecca Putney, Michelle O'Donnell, and Suleyka Scribner



**Course:** [Gifted and Talented](#)  
**Target Audience:** PK-5th GT Teachers  
**Course Manager:** Nikki McDorman



**Course:** [Dual Language](#)  
**Target Audience:** PK-5th Teachers  
**Course Manager:** [Suleyka Scribner](#)



**Course:** [ELL Training 2020-21](#)  
**Target Audience:** PK-12th Teachers  
**Course Manager:** [Crysol Arreola](#)

Secondary Professional Learning: The following Canvas courses were developed by the Teaching, Learning, and Innovation Team and include professional learning for new teachers along with supporting returning teachers on how to deliver specific instructional content in an asynchronous remote learning environment. The courses are updated on an ongoing basis based on instructional content needs.



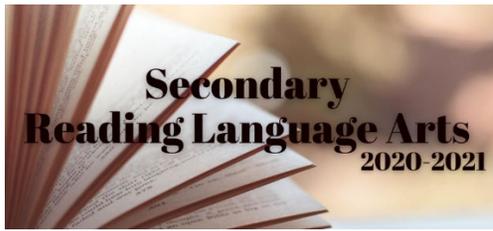
**Course:** [Secondary Math](#)  
**Target Audience:** 6th-12th Math Teachers  
**Course Manager:** [Scott Hutchings](#)



**Course:** [Social Studies 2020-2021](#)  
**Target Audience:** 6th-12th Social Studies Teachers  
**Course Manager:** [Kelly James](#)



**Course:** [Secondary Science 2020-2021](#)  
**Target Audience:** 6th-12th Science Teachers  
**Course Manager:** [Denise Fisher](#)



Course: [Secondary ELA Department](#)  
Target Audience: 6th-12th Reading Language Arts Teachers  
Course Manager: [Tyler Neal](#)



Course: [ELL Training 2020-21](#)  
Target Audience: PK-12th Teachers  
Course Manager: [Crysol Arreola](#)



Course: [CTE Professional Learning](#)  
Target Audience: 7th-12th CTE Teachers  
Course Manager: [Stephanie Martinez](#)



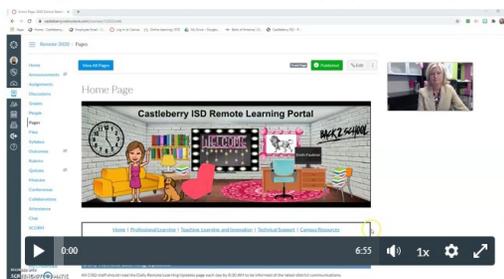
Course: [Gifted and Talented Secondary Teachers](#)  
Target Audience: 6th-12th GT Teachers  
Course Manager: [Lee Ann O'Loughlin](#)



Course: [Create and Improve Your Canvas Classroom](#)  
Target Audience: 6th-12th Social Studies Teachers  
Course Manager: [Kelly James](#)

### Getting Started

- Getting Started: Watch the video on how to successfully navigate the Castleberry ISD Remote Learning Portal.



District-wide Asynchronous Professional Learning

[Preparing Your Asynchronous Canvas Course](#)

### August 6th Asynchronous Professional Learning Day for All Educators

Preparing Your Asynchronous Canvas Course was completed by all teachers and administrators during Professional Learning Week. This [checklist](#) was provided to teachers, so clear expectations of delivering content in a remote learning environment were communicated prior to the start of school. The following modules were included in the asynchronous professional learning:

[Introductory Module](#): Getting Started, Introduction, Feedback from Spring 2020 Remote Learning Implementation, School Calendar, How to Effectively Communicate with Parents, Digital Equity 4 All, and Safety Measures

[Module 1:](#) Introduction to Attendance, Asynchronous vs Synchronous Learning, How to Take Attendance in a Google Meet, How to Take Attendance in Skyward, Contacting Parents for Students Not Engaged/[Campus Contact Log Sample](#)

[Module 2:](#) Introduction to Canvas, Overview of the District-wide Elementary and Secondary Templates, How to Import Templates, Creating Your Course Banner, Completing Teacher Contact Information, and Creating a Link to Your Virtual Class

[Module 3:](#) Elementary Only, Moving Tiles/Icons in the Daily Schedule, Duplicating and Renaming Pages, setting up Course Navigation, and Changing the Homepage in a Canvas Course

[Module 4:](#) Introduction to Adding Instructional Content, Create Your Syllabus, Overview of the Daily Agenda in All Core Subjects, Reinforcement Activities for Differentiation in Sped and GT, Bell Work Options, and Publish Your Course for Student Access

[Next Steps:](#) Create Your First 4 Days of Activities, 50 Back to School Remote Learning Activities, 15 Ways to Welcome Students in a Remote Setting, and Submit the Link to Your Published Course

#### 4.1 How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?



[Teaching, Learning, and Innovation Home Page](#)

The Teaching, Learning, and Innovation Team have developed Canvas courses for their content areas, provided a link to teachers, so they can schedule a virtual office meeting, and have provided their desk or cell number to help educators with delivering TEKS-aligned content along with unit assessment reviews, and progress monitoring strategies and activities.

- [Teaching, Learning, and Innovation Home Page](#)
- [Elementary Content Coordinators](#)
- [Secondary Content Coordinators](#)
- [College and Career Coordinators](#)
- [Innovation Leaders](#)
- [Teacher Librarians](#)

## Elementary TLI Coordinators

Home | Professional Learning | Teaching, Learning, and Innovation | Technical Support | Campus Resources

### Reading and Writing Support

 <p>Rebecca Putney Elementary Humanities Coordinator</p>	<p><a href="#">Schedule a Virtual Office Meeting</a> <sup>↗</sup></p> <p>Cell: 817-938-8480    Office: 817-252-2012            E-mail: <a href="mailto:putneyr@castleberryisd.net">putneyr@castleberryisd.net</a>            Twitter: <a href="https://twitter.com/putneybecky">@putneybecky</a> <sup>↗</sup></p>	<p>Resources:</p> <p><a href="#">Humanities Canvas Course</a>  <a href="#">Virtual Office Link</a> <sup>↗</sup></p>
 <p>Michelle O'Donnell Literacy Coach</p>	<p><a href="#">Schedule a Virtual Office Meeting</a> <sup>↗</sup></p> <p>Cell: 817-821-7567    Office: 817-252-2016            E-mail: <a href="mailto:odonnellm@castleberryisd.net">odonnellm@castleberryisd.net</a>            Twitter: <a href="https://twitter.com/modonnellcisd">@modonnellcisd</a> <sup>↗</sup></p>	<p>Resources:</p> <p><a href="#">Humanities Canvas Course</a>  <a href="#">Virtual Office Link</a> <sup>↗</sup></p>

## Math Support



Whitney Harper  
Elementary Math Coordinator

[Schedule a Virtual Office Meeting](#) ↗

Cell: 817-937-5477 Office: 817-252-2020

E-mail: [harperw@castleberryisd.net](mailto:harperw@castleberryisd.net)

Twitter: [@wbharper](https://twitter.com/wbharper)

Resources:

[Math Canvas Course](#)

[Guided Math Book Study](#)

[Elementary Academy](#)

[Virtual Office Link](#) ↗

## Science Support



Nikki McDorman  
Elementary Science Coordinator

[Schedule a Virtual Office Meeting](#) ↗

Cell: 817-846-0293 Office: 817-252-2015

E-mail: [mcdormann@castleberryisd.net](mailto:mcdormann@castleberryisd.net)

Twitter: [@nikkimcdorman](https://twitter.com/nikkimcdorman) ↗

Resources:

[Science Canvas Course](#)

[Virtual Office Link](#) ↗

## Bilingual Support



Suleyka Scribner  
DL Instructional Coach

[Schedule a Virtual Office Meeting](#)

Cell: 520-870-2442 Office: 817-252-2020

E-mail: [scribners@castleberryisd.net](mailto:scribners@castleberryisd.net)

Twitter: [@suleyka\\_m](https://twitter.com/suleyka_m) ↗

Resources:

[Humanities Canvas Course](#)

[Virtual Office Link](#) ↗

## Advanced Academics (GT)



Lee Ann O'Loughlin  
Advanced Academic Coordinator

[Schedule a Virtual Office Meeting](#) ↗

Cell: 817-247-9601 Office: 817-252-2030

E-mail: [oloughlin@castleberryisd.net](mailto:oloughlin@castleberryisd.net)

Twitter: [@leeann\\_learner](https://twitter.com/leeann_learner) ↗

Resources:

[CISD Advanced Academics](#) ↗

[Gifted and Talented](#) ↗

[Virtual Office Link](#) ↗

## Secondary Content Coordinators



### Reading Language Arts Support

hi



Ty Neal  
Secondary English Coordinator

Schedule a Virtual Office Meeting

Office: 817-252-2086

E-mail: [nealt@castleberryisd.net](mailto:nealt@castleberryisd.net)

Twitter: [@tylernicole32](https://twitter.com/tylernicole32)

Resources:

[English Canvas Course](#)

[Virtual Office Link](#)

### Math Support

hi



Scott Hutchings  
Secondary Math Coordinator

Schedule a Virtual Office Meeting

Office: 817-252-2086

E-mail: [hutchings@castleberryisd.net](mailto:hutchings@castleberryisd.net)

Twitter: [@mr\\_hutchings](https://twitter.com/mr_hutchings)

Resources:

[Math Canvas Course](#)

[Virtual Office Link](#)

### Science Support



Denise Fisher  
Secondary Science Coordinator

Schedule a Virtual Office Meeting

Office: 817-252-2014  
E-mail: [fisherd@castleberryisd.net](mailto:fisherd@castleberryisd.net)  
Twitter: [@scicastleberry](https://twitter.com/scicastleberry)

Resources:

[Science Canvas Course](#)  
[Virtual Office Link](#)

### Social Studies Support



Kelly James  
Secondary Social Studies Coordinator

Schedule a Virtual Office Meeting

Office: 817-252-2173  
E-mail: [jamesk@castleberryisd.net](mailto:jamesk@castleberryisd.net)  
Twitter: [@kellyreynjames](https://twitter.com/kellyreynjames)

Resources:

[Social Studies Canvas Course](#)  
[Virtual Office Link](#)

All teachers completed one day of professional learning with their content coordinator. During this session, teachers reviewed data for their subject area, reviewed the new pacing of the scope and sequence, and developed their remote learning daily agendas for the first week of school. Teachers were guided on how to complete the agendas for a successful remote learning experience.

### August 10<sup>th</sup> Content Professional Learning Agendas

[Elementary ELA](#)  
[Elementary Math](#)  
[Elementary Science](#)

[Secondary ELA](#)  
[Secondary Math](#)  
[Secondary Science](#)  
[Secondary Social Studies](#)

### Ongoing Professional Learning

The following afterschool professional development opportunities have been scheduled. Topics and presenters will be added based on campus and district needs and as students move from remote to in-person environments.

In addition, PLC's are scheduled four to five times a week for 45 minutes. Teaching, Learning, and Innovation staff attend meetings and help facilitate the four questions as they pertain to various learning environments.

**Date:** August 27, 2020  
**Time:** 4:00 - 5:15  
**Topic:** Behavior Management  
**Target Audience:** Campus Behavior Management Committee Members  
**Instructors:** June Ritchlin and Ken Casarez

**Date:** September 3, 2020  
**Time:** 4:00 - 5:15  
**Topic:** Science Fair  
**Target Audience:** 3rd-5th Grade Science Teachers  
**Instructor:** Nikki McDorman

**Date:** September 17, 2020  
**Time:** 4:00 - 5:15  
**Topic:** Language Arts Unit Assessment Procedures  
**Target Audience:** 2nd-5th Grade Language Arts Teachers  
**Instructor:** Rebecca Putney

**Date:** October 8, 2020  
**Time:** 4:00 - 5:15  
**Topic:** Sheltered Instruction  
**Target Audience:** Kindergarten-5th Grade Teachers  
**Instructors:** Crysol Arreola and Suleyka Scribner

**Date:** October 22, 2020  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** November 5, 2020  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** January 28, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** February 11, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** February 18, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** March 4, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** March 25, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** April 15, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

**Date:** April 22, 2021  
**Time:** 4:00 - 5:15  
**Topic:**  
**Target Audience:**  
**Instructor:**

	<p><b>Date:</b> December 3, 2020  <b>Time:</b> 4:00 - 5:15  <b>Topic:</b>  <b>Target Audience:</b>  <b>Instructor:</b></p> <p><b>Date:</b> January 14, 2021  <b>Time:</b> 4:00 - 5:15  <b>Topic:</b>  <b>Target Audience:</b>  <b>Instructor:</b></p>	<p><b>Date:</b> May 6, 2021  <b>Time:</b> 4:00 - 5:15  <b>Topic:</b>  <b>Target Audience:</b>  <b>Instructor:</b></p>
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## Communication and Support Plan for Families Engaging with Asynchronous Learning

### Section 4.2

Component	Explanation
<b>4.2 How will you communicate the expectations for asynchronous instruction to families?</b>	<p>Castleberry ISD uses various district platforms, such as the district website, Skyward Family Access, School Messenger, and social media to communicate explicit expectations for asynchronous instruction to families.</p> <p>The District has posted academic calendars for both in-person with remote start and remote learning students on the district’s website. An A/B calendar has been posted to communicate to parents of secondary students which class schedule students are to follow each day.</p> <p><a href="#">The Parent Playbook for Success</a> is frequently updated and includes expectations for parents. Parents are directed to this web page via social media accounts and a banner on the website home page. In addition to sharing on the district’s social media and website, campuses are required to share the post(s) on their respective social media platforms. District social media is also used two times each six-weeks term to remind parents to check progress reports and term grades in Skyward Family Access. Each Friday, parents receive an email updating them on their child’s grades that have been posted in Skyward.</p> <p>Parents have the ability to become an <a href="#">Observer in Canvas</a>, which allows them to see their child’s courses, assignments, submissions and grades. Since Castleberry ISD teachers are required to post a daily agenda in Canvas with links to necessary instructional aids, assignments, quizzes, notes, and more, parents know exactly what is expected of their child in their classes every day. In addition, to help</p>

parents navigate the platform easier, a template has been created by the Teaching, Learning and Innovation Team to ensure consistency and uniformity across campuses and grade levels. The global announcement feature in Canvas is frequently used to push out important information to parents.

At the campus level, administration sends communication to parents through call-outs and text messages. Teachers use the inbox feature in Canvas to message students who are missing a particular assignment. Parents who are registered as observers also receive any Canvas communication a teacher sends a student. Notifications in Canvas are customizable to set up when and how correspondence is sent to the parent.

All teachers have office hours and conference periods scheduled each day, and teachers post a school desk phone number for parents to call in addition to their school email.

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

Parents are expected to check assignments daily in Canvas to ensure their child(ren) are engaging with teachers and completing assignments on time. The district expects parents to become an observer in Canvas in order to check daily schedules, assignments and submissions, and receive messages sent to the student from the teacher, and other requirements. Parents are encouraged to reach out to teachers using the classroom messaging system (e.g., Skyward, Class Dojo, Remind, Seesaw, Canvas) if they have any questions or concerns regarding information presented in the daily learning plan. In addition, issues encountered with technology devices will be handled by the Campus 1:1 Coordinators after parents or students contact the Technology Help Desk.

In order to ensure accurate communication with parents, it is imperative for them to update their contact information and set contact preferences in Skyward Family Access (Student Information System). Parents may update their phone number, email, and add additional family members in the application.

Since the district utilizes social media to push a plethora of information to parents, it is strongly encouraged that parents follow the district's official social media on Twitter, Facebook, and Instagram to stay current with the latest updates.

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

Castleberry ISD is committed to ensuring families have all resources necessary to help their children be successful with asynchronous learning. The district has developed a "Parent Playbook" with informational Power Plays, which are used to inform parents of important measures they can take to stay on top of their child's education. Castleberry ISD uses the district website, in addition to district social media accounts to publicize information to parents. A [Parent Resources](#) section is included on the district's website, and includes tutorial videos for parents on a variety of topics ranging from checking grades in Skyward to becoming a parent observer in Canvas. The Teaching, Learning, and Innovation Team has created a Facebook page for parents to follow, which includes live videos for parents to watch and learn more about various instructional platforms. Facebook live events are hosted by Content Coordinators and Innovation Leaders

several times a week. The [Castleberry Parent Resources Facebook page](#) is promoted to parents via the district's Facebook page and other social media.

The district's technical team ensures parents and students with technical issues receive support as quickly as possible. Listed on the district's [Remote Learning Technical Support page](#) is the helpdesk phone number and live Google Hangout, which the technical staff and Innovation Leaders answer. Technical support is provided to callers in English and Spanish.

Although the district is able to provide 90 % of students with internet connectivity at home, if a student is unable to get online, paper packets are provided to ensure instructional needs are still being met.

Each campus provides additional support to families as needed. This is in the form of home visits from social workers and campus receptionists directing parent phone calls to the appropriate district contact to ensure the family is taken care of in a timely manner.