

Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

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

All PK-12 grade students will follow a similar school day calendar with four academic blocks, community time, mental health and well-being time, and check-ins with Mastery Coaches (New name for campus teachers). Amount of instructional time and breaks will be varied as necessary and appropriate for each grade band (e.g., PK-2 will have additional breaks, and academic time may be divided into smaller 'chunks'). Students, depending on grade level, would receive a "Weekly Schedule" that shows different blocks of time, as well as synchronous & asynchronous components and due dates. That way, students and families can plan for the week and understand what is expected each week. Example schedules are shown below.

:30 min	Community Check-In & Whole Group Reading Time	Synchronous
:60 min	Academic block 1	Blend of synchronous and asynchronous
:15 min	Brain Break	N/A
:60 min	Academic block 2	Blend of synchronous and asynchronous
:30 min	Mastery Coaches/Community Builder Check-ins	Synchronous meetings or asynchronous work time
:30	Lunch	N/A
:30	Community Check-In Time & Advisory	Synchronous
:60 min	Academic block 3	Blend of synchronous and asynchronous
:60 min	Academic block 4	Blend of synchronous and asynchronous
:30 min	Mastery Coaches/Community Builder Check-ins	Synchronous meetings or asynchronous work time
Varies	Optional virtual after school activities (where possible, e.g., band, student government, etc.)	Varies

		Pearson
		Reading Spanish – Pearson (K-5)
		Imagine Math IXL McGraw Hill
		Achieve IXL Pearson
		HRW IXL STEMscopes
		Achieve
		Imagine Math (9-10 only) McGraw Hill
		Pearson
		HRW (Physics) McGraw Hill: AP Biology, Earth Science Pearson: AP Biology, Earth Science STEMscopes
		McGraw Hill: World Geography, World History, US History (11), Government, Economics, Psychology
		CLI Engage

A Design Team is currently redesigning units across subject areas and grades to be suited to coherent, asynchronous instruction. At a high-level, the curriculum at-a-glance (shown below) includes proposed unit topics by grade, subject, and grading period for SY20-21. For example, here is a snapshot of the re-designed curriculum-at-a-glance unit planning for 6th grade:

There will be a corresponding unit template for each outlined unit. Each unit begins with a core question / topic area and identifies the associated TEKS standards. Teachers are using existing curriculum (above) as the foundation of units, and are supplementing

- Speech-language pathologists and teachers of the deaf or hard-of-hearing will wear clear

	<ul style="list-style-type: none"> • GT leads will participate in weekly PLCs with teachers to ensure that appropriate differentiation is embedded in the weekly lesson plans for GT students. • Director of Advanced Academics will audit teacher lessons and PLCs to ensure rigorous differentiation is included in weekly plans. • Design Team & Content Leads will be building six-week curriculum in a way that allows for students who are advanced to access more challenging, rigorous, and appropriate content in other grade level bands.
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Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

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Students are expected to engage daily in community time and checklist activities (including video 4 Tm[-0 (t)-1. 8 499.444-9.3.8 4'

There will be a multi-pronged approach to tracking student progress including check-ins with Mastery Coaches, projects/assignments, quizzes, and culminating performance assessments (CPA):

- Culminating Performance Assessment: Students are assigned a culminating project-1.7 (m)a1 d0.6 (n)-13.4 (ed a)-6 (c)-8.7 (ul)

			Assistant Principal/ Principal
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Through the methods outlined above, Core Content Leads and Mastery Coaches in particular, will be trained on analyzing and using data to inform unit planning and student intervention. Community Builders and Non-Core Content Teachers will also utilize data to support students and families as well, even if it may look slightly different their roles. Below is a sample Professional development calendar for teachers:

	<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. More detail for the various communication avenues used to engage families and distribute information below. Additionally, families and students can expect weekly touchpoints with school representatives and teachers.</p>
	<p>Families will be expected to support student transitions (where age appropriate), engage in meetings with Mastery Coaches, reach out to Mastery Coaches and/or Community Leads if they believe their student needs additional support, and read updates from the school/district. An 'Anytime, Anywhere Learning' manual of expectations and supports will be communicated with all staff, students, and families for engaging in Anytime, Anywhere Learning.</p> <p>Families will have the option to choose to access the Anytime, Anywhere Learning Platform in a Campus-Supervised or Home-Supervised manner. Families choosing the home-supervised lesson will be asked to ensure that the student has a place to work while at home. Each week, teachers will communicate the following week schedule and expectations for the coming week. Parents will have access to this schedule which will include synchronous and asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their dedicated mastery coach(es) and community builder(s) to ensure that the student has what they need to continue learning. These mastery coaches and community builders will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p> <p>Each day, there will be engagement metrics for students to determine the level of learning and engagement for all students in the system. Students are required to make progress each day on academic work in an amount commensurate with what would keep students on progress for at least a year's worth of growth. Mastery Coaches & Community Builders would be checking in with students and families throughout each week to (1) communicate academic progress, (2) identify opportunities for growth, (3) check in on student social-emotional health, (4) identify student or family needs that the school & district can help to mitigate, and (5) connect families and students to resources needed.</p>

- o Multiple videos to introduce all