Sunshine ISD
Asynchronous Plan Open Response
[Non-Example]

This non-example is:
- *An example of __ONE__ plan that would require an LEA to revise and resubmit*
- *An example of some key errors LEAs will want to avoid when creating their plan*

This example is __NOT__
- *The only or "worst" way to develop a plan that requires revisions. Plans are evaluated based on the rubric. There are several ways that plans would need revisions before being approved.*
- *An endorsement or non-endorsement of any particular set of materials or products. See exemplars for examples of how a wide variety of products can be used or adapted to meet the requirements of the rubric.*

Asynchronous Plan Open Response - Sunshine ISD

Please check the grade level(s) for which these open response descriptions/attachments apply.

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.

☒ **PK3**	☒ **3**	☒ **8**
☒ **PK4**	☒ **4**	☒ **9**
☒ **K**	☒ **5**	☒ **10**
☒ **1**	☒ **6**	☒ **11**
☒ **2**	☒ **7**	☒ **12**

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

Schedule Description + Component from Rubric	Explanation
What are the expectations for daily student interaction with academic content?	Students are expected to engage in the scheduled content, whether asynchronous or synchronous, at that scheduled time. Teachers are available for support throughout the course of the week, with designated office hours for students two times per week. Students engage in content for at least 60 instructional minutes each day, with students in grades 6-12 engaged in 200 instructional minutes/day.
How will you ensure all	Students will receive a schedule for the month that outlines estimated time, and

student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?	expectations by day, with more specific details given each week, based on their classroom teacher. **PK-2:** Students will complete at least 60 minutes of asynchronous learning per day. Instruction and activities will be completed primarily asynchronously, though students will receive direct synchronous instruction and support in math and RLA. Parents are expected to spend at least 20 minutes/day reading with their child(ren). **3-5** Students complete at least 120 minutes of academic instruction daily, 90 minutes is asynchronous. Instruction and activities are primarily asynchronous, but students have a daily check-in with their teacher to ensure they understand the academic expectations for the day. During asynchronous times, parents or guardians will provide 1:1 support and use teacher-provided resources to answer questions and provide clarification. **6-12** Students complete approximately 220 minutes of academic instruction daily, 120 minutes is asynchronous. Electives and PE are completed primarily asynchronously following work plans and project calendars created by teachers. Instruction and activities are primarily asynchronous, but students receive weekly synchronous support through the differentiation block on their teacher's designated differentiation day. During asynchronous times, parents or guardians will provide 1:1 support and use teacher-provided resources to answer questions and provide clarification.
What are the expectations for teacher/student interactions?	Teachers will message students via the LMS to provide feedback on assignments, etc. Students will receive academic feedback bi-weekly. Finally, teachers will establish time for weekly, 30-minute open "office hours" where they can meet with students or have time to answer questions.
How will teacher/student interactions be differentiated for students with additional learning needs?	Parents/guardians will play a role in ensuring students receive the attention needed, along with District-assigned support staff ● Teachers will make time available bi-weekly to provide feedback. ● Teachers will offer extension activities and generic resources for all students, such as word lists, resource sites. ● Parents are encouraged to reach out to teachers if they notice that their student is struggling or has not engaged with regular frequency.

Material Design: Describe (or attach a description of) how your instructional materials support your asynchronous environment, including how all students can access instructional materials

Chart of Adopted/Adapted Instructional Materials
Note: .Individual campuses may choose to select different materials as approved by the district, on a case-by-case basis.

Instructional Materials/ Assessment	Grade Level(s)	Is it TEKS-aligned, or how will it be adapted?	What resources will be used to support all groups of students?
State Adopted Textbooks (vary by campus)	PK-12	Yes, all state adopted textbooks are TEKS-aligned	● Students will use a mix of digital and paper materials to support learning ● All adopted resources include resources specific for differentiating instruction for ELs and students with disabilities ● Classrooms have hands-on manipulatives

			• to support students • Classrooms have anchor charts and word walls to assist students with academic vocabulary • Parents are encouraged to assist students in obtaining hands-on manipulatives
TEKS Resource System	PK-12	Yes, all TEKS Resource System components and resources are TEKS-aligned	• Teachers also have access to the TEKS Resource System to supplement state adopted textbooks.

How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge?

Sunshine ISD will continue to provide a rigorous curriculum; however, adjustments will be made for time lost in 2019-2020. Teachers will be expected to adapt instruction for their asynchronous needs. Delivery of instruction will be a campus decision, with PLC teams working to adapt materials from the 2019-2020 school year for their students' current needs.

What additional supports will be provided for ELs and students with disabilities?

Sunshine ISD is committed to a high level of support for students who receive special academic services and will continue to ensure that EVERY learner demonstrates academic achievement. The acknowledgment of the unique social-emotional and academic needs of all learners will provide additional support to special program teachers and staff, and develop additional resources for families. Provisions for individualized services to the maximum extent possible will be available through each specialized area to address our students' educational, social-emotional, and health/safety needs.

For special populations programs, students will receive specialized instruction based on federal and state program requirements. Specialists and teaching staff will collaborate, plan, modify, and adjust required program components as needed.

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

Component from Rubric	Explanation
What is the expectation for daily student engagement?	Students are expected to log in to the District-adopted LMS daily.
What is the system for tracking daily student engagement?	Teachers tracking student engagement using bi-weekly quizzes/formative assessments. The District may be able to pull student LMS logins.
How are teachers tracking academic progress and providing feedback?	Teachers tracking student academic progress using bi-weekly quizzes/formative assessments. Teachers provide feedback via grades, updated for progress reports each 3 weeks. Teachers may also leave comments on student work products via the LMS. Teachers provide individual feedback in 1:1 check-in sessions, available via appointment each month.

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

We have created a professional development calendar with topics that are specific to supporting our Sunshine ISD students and instruction. See a sample of our K-2 professional development calendar below.

Time of Year	Key Topics	Key Staff	Follow Up Support
Pre-service training (July + August)	**Data-Driven Instruction**: How to use assessment data to prioritize TEKS and create small-group instruction **Blended Station Rotation:** Professional learning on implementing a station rotation model to allow students opportunities for collaboration, teacher time, and independent work **Supporting Students through SEL:** Teachers will engage in training to support students' social-emotional needs, focusing on specific practices to embed into classroom **Supporting Special Populations:** Teachers will engage in training to support all students, focusing on strategies for SPED, EL, GT, students	All teachers, with additional support for specialists and trainers	● Additional sessions to be provided in professional development, each 6 weeks ● PLC support focused on targeting small group instruction ● Observation and feedback cycles to provide individualized support to teachers
First Six Weeks (August-Sept.)	**Effective PLCs**: How to leverage the PLC process to effectively adjust instruction to target students' needs **Increasing Student Engagement:** Professional learning on implementing engagement strategies that teachers can use to increase participation, understanding, and collaboration	All teachers, with additional support for specialists and trainers	● Additional sessions to be provided in professional development, each 6 weeks ● PLC support focused on enhancing PLC practices
Second Six Weeks (Oct.-Nov)	**Technology Support:** Teachers will engage in training to support effectively embedding technology into the classroom **Learning Management 101:** Teachers will be supported in how to leverage the district-adopted Learning Management System to provide instruction virtually	All teachers, with additional support for specialists and trainers	● Observation and feedback cycles to provide individualized support to teachers

Component from Rubric	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Professional development will be provided during in-service training from July 27-August 17. In addition, on-going professional learning will be housed in the district-adopted LMS and will be provided face-to-face during professional development sessions each six weeks. Teachers also engage in weekly PLCs, and school leaders and support staff have additional collaborative sessions to support their growth.

How will professional development experiences develop educator content knowledge?	**Topics will include sessions listed above and will also focus on:**
	● **Using Data Protocols for Effective Teaching**
	  ○ Academic baseline and growth
	  ○ Progress monitoring of learning and engagement

	○ Using data to determine where students are in their acquisition and retention of knowledge (Campus) ○ Training related to Assessment and Grading (District) ○ Student-Centered Coaching ● **Content learning -** ○ Use multi-tiered systems of support to address academic, behavioral, and social emotional needs through the approaches of Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), and school mental health. ○ Growing all learners: EL, SPED, Gifted ● **School Leaders** ○ Family Engagement ■ Building and sustaining a positive school culture ■ Effective meeting practices ■ Communication best practices ■ Cultural Responsiveness leadership (and communication) ● **Safety**: ○ Safe and Healthy habits ○ Anti-bullying
How will families receive communication?	The district will provide accurate, timely, regularly scheduled mass communication to staff, families and community while maintaining a robust support system for individual questions and feedback in various formats. Campuses and teachers will ensure that families and students feel connected to their learning by timely and frequent personal and small group communication. Communication to students, staff, families, and community will use multiple mediums to create a sense of well-being to allow excellent learning experiences and be grounded in safe operations and systems.
What are expectations for families?	Parents are a key component to student success, and as such, they are active participants in students' asynchronous learning. Parents are expected to check-in with their students daily, and parents will follow the guidance for their child's specific grade (e.g. elementary parents are required to read each day with their student for a minimum of 20 minutes). In addition, parents/guardians will print at-home learning materials for their child weekly and scan back to teachers as students complete each day.