



**Fabens Independent School District  
2020-2021 Asynchronous Plan**

# Introduction

Fabens ISD will welcome students back for the 2020-2021 school year in phases.

**Phase I** will consist of 100% virtual/remote instruction for all students beginning **August 10, 2020 through September 4, 2020**. For Phase 1, Fabens ISD will provide students with Chromebooks in order to engage in online instruction. Fabens ISD will also work with students who need internet service to provide connectivity solutions. As a back-up, paper packets will be ready for students experiencing internet access or device delays.

**Phase II** will consist of an option for parents to choose an online or on-campus instructional model. In both models, Chromebooks will be provided, and instruction will be the same. A parent survey was sent out to select the preferred model. It is the goal of Fabens ISD to work with families to connect students to vibrant, engaging instruction during all phases of instruction. Parents will have the opportunity to change their selected learning model at the end of each 9 week grading period. Intercessions are scheduled into our district calendar to allow for these transitions as well as interventions and enrichments for students.

The Fabens ISD Leadership Team has developed health and safety guidelines for the return of students and staff to on-campus instruction. More details of this plan can be accessed on the district's website at [www.fabensisd.net](http://www.fabensisd.net). These include Frequently Asked Questions and will be updated throughout the school year as best practices are refined.

The Fabens Independent School District will closely monitor all Center for Disease Control and Prevention (CDC), State, City, County and Texas Education Agency (TEA) guidelines as it transitions students and teachers between phases. This plan is subject to change based on Center for Disease Control and Prevention (CDC), State, City, County and Texas Education Agency (TEA) guidelines.

***Plan is subject to revision pending additional guidance from TEA***

# Reopening Plan Phases

## Phase I

**August 10, 2020 - September 4, 2020**

**100% Online/Remote Instruction  
All Students**

## Phase II

**\*September 8, 2020 - June 4, 2021**

**PK - 8th Grade - Parent Choice of:  
100% Traditional (On-Campus) Instruction  
100% Online/Remote Instruction  
Or Hybrid Option**

-----  
**Grades 9-12 - Parent Choice of:  
100% Online/Remote Instruction  
Or Hybrid Option**

*\*Start date for Phase II subject to change based on pending waiver/ health conditions.*

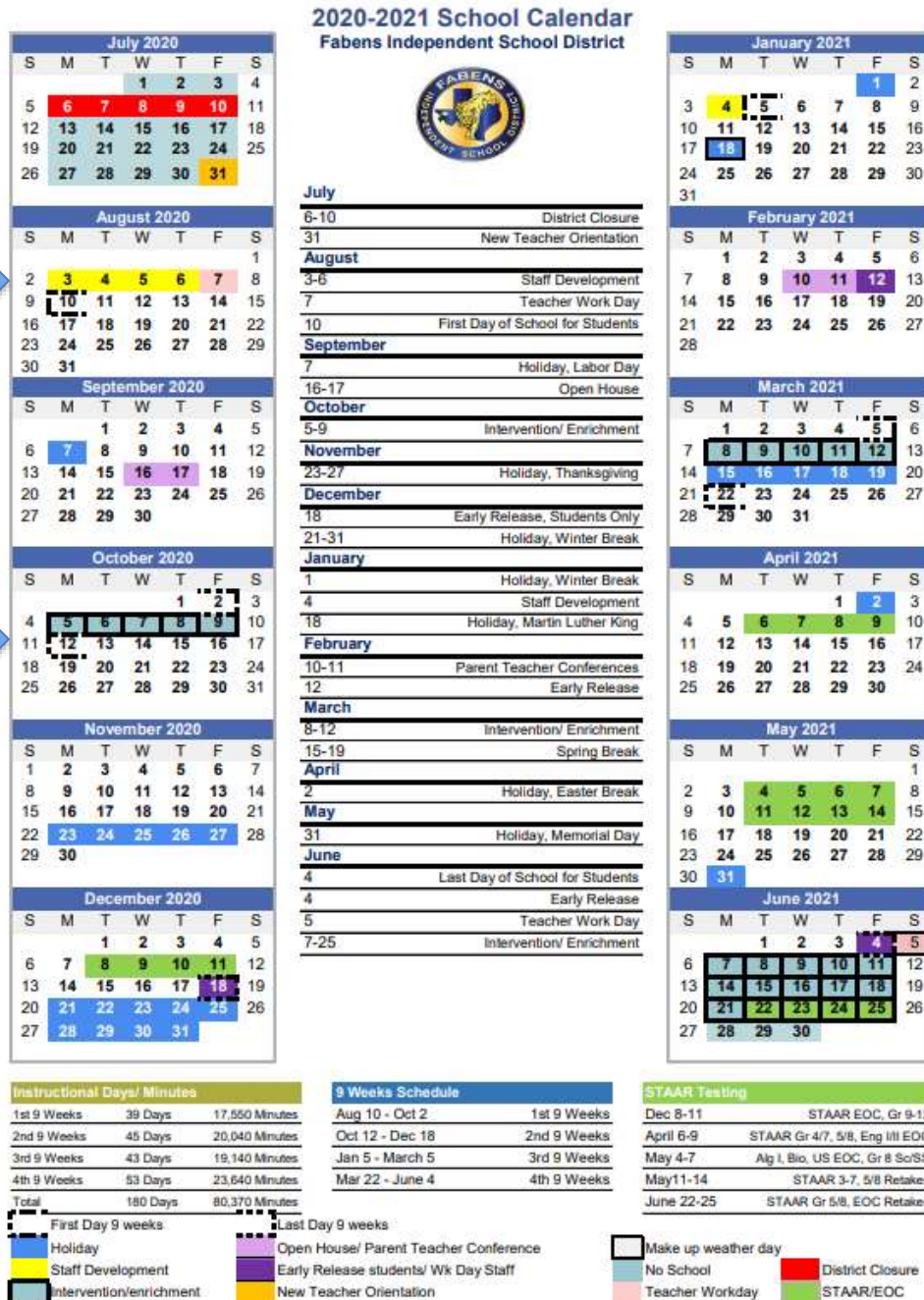


## **INSTRUCTIONAL MODEL PARENT CHOICE FORM**

***A parent may switch their choice at the end of each grading period. The Parent Choice Form will be made available at those times.***

# District Calendar

Fabens ISD had adopted a balanced calendar that allows for a fall and spring intercession during which students can participate in intervention and enrichment programs with the option of remote or on-campus instruction. This timely intervention will allow students who are in need of intervention or absence recovery instruction in a small group setting to accelerate learning.





## GUIDING PRINCIPLES

1. Fabens ISD will provide the technology and access to resources (including paper packets) necessary to provide vibrant and rigorous instruction.
2. Educators will be empowered with professional development opportunities and resources to enable the delivery of instruction that meets the needs of all students.
3. Students will be supported with an array of services designed to ensure access to instruction and interventions to support progress toward learning goals.
4. Educators will communicate and collaborate to ensure continued professional growth and aligned instruction.

There are two models of instruction as defined by The Texas Education Agency. They include:

**Asynchronous** instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

**Synchronous** instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone.

Fabens ISD will implement the model of **Asynchronous Instruction**. This model will include a designated portion of the day and week for synchronous instruction and interaction with peers according to the schedules included in this document. Our Learning Management System (LMS) in Fabens ISD is Google Classroom for grades Pre-K-12. Schoology, another type of LMS, will be provided to the district by TEA and the transition will take place by the second 9-week grading period. Students taking Dual Credit Courses offered through our partnership with EPCC will use Blackboard as their LMS.

## METHODS OF IMPLEMENTATION FOR CONSIDERATION

Fabens ISD teachers will conduct both virtual and in-person classes. Schedules will allow for time for teachers to connect with remote learners and plan for **Asynchronous** lessons during the school day. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain consistency in learning so students will maintain growth.

### Attendance Requirements – All Levels

Teachers will take attendance daily for all models of instruction. Students are required to attend at least 90% of the course to receive credit and be promoted. Students will sign in to their Google classroom daily to take attendance and participate in instruction. Fabens ISD will ensure an engaging and rigorous curriculum to prepare students for state assessments, the next grade level, and college and career opportunities.

Each campus will implement Attendance Recovery Teams to reach out to students and remove obstacles that may prevent them from engaging with instruction. This may include the temporary use of paper packets aligned to the learning objectives for students who experience connectivity challenges but are not able to come to the campus. Completion of daily assignments will constitute credit for attendance. Fabens ISD recognizes that good attendance means the student is more likely to keep up with instruction, develop academic language and literacy skills and participate in the school community.

## INSTRUCTIONAL SCHEDULES

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that equal the instructional minutes of students attending in person. The following are the **Asynchronous** schedules for students participating in remote or hybrid models of instruction.

### Fabens Elementary School

#### PRE-K - Grade 3 Phase I and II

PreK – 3 <sup>rd</sup> Grade			Notes
	Time		
⇔	8:00-9:30	Reading Block	Daily schedules are provided to parents and students.
⇔	9:30-10:30	Math Concept and Problem Solving	Content for core subject areas will be provided through the state adopted and supplemental resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.
⇔	10:30-11:00	Guided Writing	Office hours will be available for one-on-one conferences during the day and after school for parent and student assistance.
	11:00 - 11:30	Lunch	Attendance will be taken daily through Google Classroom or as determined through engagement/progress.
⇔	11:30 - 12:15	PE/ Enrichment/ Art Music	Grading will be the same as on-campus learning as outlined in our Fisd District and campus policy.
⇒	12:15-1:00	Science	The Learning Management System (LMS) for this grade level is Google Classroom. Transition to Schoology will take place for implementation in the 2nd 9 week grading period.
⇒	1:00 - 1:30	Math Basic Facts and Skills Practice	Physical Education, Art, and Music Classes will be provided on a rotating basis.
⇒	1:30 - 2:15	Social Studies	GT, Special Education, Dyslexia, and interventions will be scheduled during the asynchronous portion of the day. Adjustments to schedules will be provided to accommodate these classes.
⇒	2:15 - 2:45	Independent Reading	
⇒	2:45 - 3:15	Independent Writing	
⇒Asynchronous      ⇔Synchronous			Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include:
Teacher Day: 7:30AM-4:00PM			<ol style="list-style-type: none"> <li>1. Lesson Frame: Content and language objectives and exit ticket.</li> <li>2. Work in the Power Zone</li> <li>3. Purposeful Talk</li> <li>4. Recognize and Reinforce</li> <li>5. Write Critically</li> </ol>

**O'Donnell Intermediate**  
**Grades 4-5**  
**Phase I and II**

Grade 4 - Grade 5			Notes
	Time		Daily schedules are provided to parents and students.
⇔	8:00 - 9:00	Math	Content for core subject areas will be provided through the state adopted and supplemental resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.
⇔	9:00 - 9:30	Specials (Art, PE, Science Lab)	
⇔	9:30-11:00	Reading/ Writing Block	
⇔	11:00-11:30	Science	Office hours will be available for one-on-one conferences during the day and after school for parent and student assistance.
	11:30-12:00	Lunch	Attendance will be taken daily as determined through engagement.
⇒	12:00-12:45	Math	Grading will be the same as on-campus learning and outlined in our Fisd District and campus policy.
⇒	12:45-1:30	Reading/ Writing	The Learning Management System (LMS) is Google Classroom for grades 4-5. Transition to Schoology will take place for implementation in the 2nd 9 week grading period.
⇒	1:30-2:00	Intervention/ Enrichment	
⇒	2:00-2:30	Social Studies	
⇒	2:30 - 3:15	Science	Physical Education, Art, Music- a bank of exercises, physical activities, and resources will be provided.
⇒Asynchronous      ⇔Synchronous			GT, Special Education, Dyslexia, and interventions will be scheduled during the asynchronous portion of the day and will be aligned. Adjustments to schedules will be provided to accommodate these classes.
Teacher Day: 7:30AM-4:00PM			Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include: <ol style="list-style-type: none"> <li>1. Lesson Frame: Content and language objectives and exit ticket.</li> <li>2. Work in the Power Zone</li> <li>3. Purposeful Talk</li> <li>4. Recognize and Reinforce</li> <li>5. Write Critically</li> </ol>

# Fabens Middle School

## Grades 6-8

### Phase I

Grades 6-8				Notes
	Time	Mondays and Wednesdays	Tuesdays and Thursdays	Daily schedules are provided to parents and students.
	8:00 – 8:30	Breakfast and Chromebook Setup		Content for core subject areas will be provided through the State adopted resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.
⇔	8:30 – 9:30	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	
	9:30 – 9:40	Transition virtually to next class		
⇔	9:40 – 10:40	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
	10:40 - 10:50	Transition virtually to next class		Office hours will be available for one-on-one conferences during the afternoon after school for parent and student assistance.
⇔	10:50 – 11:50	5 <sup>th</sup> Period	6 <sup>th</sup> Period	Attendance will be taken daily as determined through engagement.
	11:50 - 12:00	Transition virtually to next class		Grading will be the same as on-campus learning and outlined in our FISD District and campus policy.
⇔	12:00 – 1:00	7 <sup>th</sup> Period	8 <sup>th</sup> Period	
	1:00 - 1:30	LUNCH		The Learning Management System (LMS) for grades 6- 8 is Google Classroom. Transition to Schoology will take place for implementation in the 2nd 9 week grading period.
⇒	1:30 – 3:30	Students complete assigned instruction and access Asynchronous instruction from all core areas.  Synchronous interventions and tutoring will be scheduled during this time as per individual student plans.		Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include: 1. Lesson Frame: Content and language objectives and exit ticket. 2. Work in the Power Zone 3. Purposeful Talk 4. Recognize and Reinforce 5. Write Critically
⇒Asynchronous                      ⇔Synchronous				
Teacher Day: 7:30AM-4:00PM				



**Fabens Middle School  
Phase I Continued**

## Fridays

	8:00 – 8:30	Breakfast & Chromebook Setup	
⇄	8:30 – 9:30	Alternate 1st and 2nd period each Friday	
		<u>1st period</u> Friday, August 14, 2020 Friday, August 28, 2020	<u>2nd period</u> Friday, August 21 2020 Friday, Sept. 4, 2020
⇄	9:40 – 10:40	Alternate 3rd and 4th period each Friday	
		<u>3rd period</u> Friday, August 14, 2020 Friday, August 28, 2020	<u>4th period</u> Friday, August 21 2020 Friday, Sept. 4, 2020
⇄	10:50 – 11:50	Alternate 5th and 6th period each Friday	
		<u>5th period</u> Friday, August 14, 2020 Friday, August 28, 2020	<u>6th period</u> Friday, August 21 2020 Friday, Sept. 4, 2020
⇄	12:00 – 1:00	Alternate 7th and 8th period each Friday	
		<u>7th period</u> Friday, August 14, 2020 Friday, August 28, 2020	<u>8th period</u> Friday, August 21 2020 Friday, Sept. 4, 2020
	1:00-1:30	<b>LUNCH</b>	
⇒	1:30 – 3:30	Students complete assigned instruction and access Asynchronous instruction from all core areas. Synchronous interventions and tutoring will be scheduled during this time as per individual student plans.	

**Fabens Middle School**  
**Grades 6-8**  
**Phase II**

Grades 6-8				Notes
	Time	Monday / Wednesday (A Day)	Tuesday / Thursday (B Day)	<p>Daily schedules are provided to parents and students.</p> <p>Content for core subject areas will be provided through the State adopted resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.</p> <p>In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the afternoon after school for parent and student assistance.</p> <p>Attendance will be taken daily as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our FISD District and campus policy.</p> <p>The Learning Management System (LMS) for grades 6- 8 is Google Classroom. Transition to Schoology will take place for implementation in the 2nd 9 week grading period.</p> <p>Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include:</p> <ol style="list-style-type: none"><li>1. Lesson Frame: Content and language objectives and exit ticket.</li><li>2. Work in the Power Zone</li><li>3. Purposeful Talk</li><li>4. Recognize and Reinforce</li><li>5. Write Critically</li></ol>
⇔	8:30 - 9:18	Period 1	Period 2	
⇒	9:21 - 10:09	Period 2	Period 1	
⇔	10:12- 11:00	Period 3	Period 4	
⇒	11:03 - 11:51	Period 4	Period 3	
	11:54 – 12:26	Lunch		
⇔	12:29 - 1:17	Period 5	Period 6	
⇒	1:20 - 2:08	Period 6	Period 5	
⇔	2:11 - 2:59	Period 7	Period 8	
⇒	3:02 - 3:50	Period 8	Period 7	
	⇒Asynchronous                      ⇔Synchronous  Teacher Day: 8:00AM – 4:30 PM			

**Fabens Middle School  
Phase II Continued**

## Fridays

All classes are available on Fridays for students working remotely or in person for intervention and extended learning activities at the student or teacher's request. This is provided through synchronous meetings at the times below. All other students will engage in asynchronous instruction through the learning management system.

Time	Synchronous for students who choose or need intervention or lesson extensions.	
8:30 – 9:18	<b>48 min</b>	<b>1<sup>st</sup> Period</b>
9:21 – 10:09	<b>48 min</b>	<b>2<sup>nd</sup> Period</b>
10:12 – 11:00	<b>48 min</b>	<b>3<sup>rd</sup> Period</b>
11:03 – 11:51	<b>48 min</b>	<b>4<sup>th</sup> Period</b>
11:54 – 12:26	<b>33 min</b>	<b>LUNCH</b>
12:29 – 1:17	<b>48 min</b>	<b>5<sup>th</sup> Period</b>
1:20 – 2:08	<b>48 min</b>	<b>6<sup>th</sup> Period</b>
2:11 – 2:59	<b>48 min</b>	<b>7<sup>th</sup> Period</b>
3:02 – 3:50	<b>48 min</b>	<b>8<sup>th</sup> Period</b>

Students will frequently and consistently use the LMS (Google Classroom transitioning to Schoology) provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day with classes assigned.

# Fabens High School

## Grades 9-12

### Phase I

Grades 9-12				Notes
	Time	Mondays and Wednesdays	Tuesdays and Thursdays	Daily schedules are provided to parents and students.
	8:00 – 8:30	Breakfast and Chromebook Setup		Content for core subject areas will be provided through the State adopted resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.
⇔	8:30 – 9:30	1st Period	3rd Period	In grades 9-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.
	9:30 – 9:40	Transition virtually to next class		Office hours will be available for one-on-one conferences during the afternoon after school for parent and student assistance.
⇔	9:40 – 10:40	2nd Period	5th Period	Attendance will be taken daily as determined through engagement.
	10:40 - 10:50	Transition virtually to next class		Grading will be the same as on-campus learning and outlined in our Fisd District and campus policy.
⇔	10:50– 11:50	4th Period	7th Period	The Learning Management System (LMS) for grades 9-12 is Google Classroom.
	11:50 - 12:00	Transition virtually to next class		Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include:
⇔	12:00 – 1:00	6th Period	8th Period	1. Lesson Frame: Content and language objectives and exit ticket.
	1:00 - 1:30	LUNCH		2. Work in the Power Zone
⇒	1:30 – 3:30	Advisory Period Daily Check-in Interventions/Enrichment Direct Individualized Instruction as needed Students complete assigned virtual classwork		3. Purposeful Talk
				4. Recognize and Reinforce
				5. Write Critically
				Zero Period is offered for Band and will take place during the asynchronous portion of the day.
⇒Asynchronous      ⇔Synchronous				
Teacher Day: 7:30AM-4:00PM				

**Fabens High School  
Phase I Continued**

**Fridays**

<b>8:00 – 8:30</b>		<b>Breakfast &amp; Chromebook Setup</b>			
<b>8:30 – 9:30</b>	⇔	<b>1st</b>	Friday, August 14, 2020 Friday, August 28, 2020	<b>3rd</b>	Friday, August 21, 2020 Friday, Sept. 4, 2020
<b>9:40 – 10:40</b>	⇔	<b>2nd</b>	Friday, September 11, 2020 Friday, September 25, 2020 Friday, October 9, 2020	<b>5th</b>	Friday, Sept. 18, 2020 Friday, October 2, 2020 Friday, October 16, 2020
<b>10:50 – 11:50</b>	⇔	<b>4th</b>	Friday, October 23, 2020 Friday, November 6, 2020 Friday, November 20, 2020	<b>7th</b>	Friday, October 30, 2020 Friday, November 13, 2020 Friday, December 4, 2020
<b>12:00 – 1:00</b>	⇔	<b>6th</b>	Friday, December 11, 2020	<b>8th</b>	
<b>1:00 – 1:30 Lunch</b>					
<b>1:30 – 3:30</b>		<b>Asynchronous Remote Instruction</b>			
		<ul style="list-style-type: none"> <li>- Advisory Period daily check in</li> <li>- Interventions</li> <li>- Enrichment</li> <li>- Direct Instruction as needed</li> <li>- Students complete assigned virtual classwork</li> </ul>			



## Fabens High School

### Grades 9-12

### Phase II

Grade 9-12			Notes
Time	Mondays and Wednesdays (A Days)	Tuesdays and Thursdays (B Days)	<p><b>Students attend Synchronous Instruction through Remote Synchronous or In-Person Hybrid on Monday and Tuesdays or Wednesdays and Thursdays. Students are divided into two groups for a Hybrid model to reduce the number of students on campus at one time. Students participate in remote asynchronous instruction on the two days they are not on campus or online for live instruction. Students without internet access may attend in person on days not regularly scheduled.</b></p> <p>Daily schedules are provided to parents and students. Content for core subject areas will be provided through the State adopted resources aligned to the TEKS Resource System Scope and Sequence and supplemented by Texas Home Learning 3.0 instructional resources.</p> <p>In grades 9-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences during the afternoon after school for parent and student assistance.</p> <p>Attendance will be taken daily as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our FISD District and campus policy.</p> <p>The Learning Management System (LMS) for grades 9-12 is Google Classroom.</p> <p>Each class will include the Fundamental Five strategies for engagement, adapted for virtual instruction, to include:</p> <ol style="list-style-type: none"><li>1. Lesson Frame: Content and language objectives and exit ticket.</li><li>2. Work in the Power Zone</li><li>3. Purposeful Talk</li><li>4. Recognize and Reinforce</li><li>5. Write Critically</li></ol> <p>Zero Period is offered for Band and will take place during the asynchronous portion of the day.</p>
8:00 – 8:30	Breakfast and Chromebook Setup and Tech Support		
8:30 – 9:25	1st Period		
	Transition virtually to next class		
9:30 - 11:00	2nd Period	3rd Period	
	Transition virtually to next class		
11:05 - 12:35	4th Period	5th Period	
	LUNCH		
1:10 - 2:40	6th Period	7th Period	
	Transition virtually to next class		
2:45 - 3:45	8th Period		

**Fabens High School  
Phase II Continued**

**Fridays**

All classes are available on Fridays for students working remotely or in person for intervention and extended learning activities at the student or teacher's request. This is provided through synchronous meetings at the times below. All other students will engage in asynchronous instruction through the learning management system.

Time	Synchronous for students who choose or need intervention or lesson extensions.	
8:30 – 9:15	<b>45 min</b>	<b>1<sup>st</sup> Period</b>
9:20 – 10:05	<b>45 min</b>	<b>2<sup>nd</sup> Period</b>
10:10 – 10:55	<b>45 min</b>	<b>3<sup>rd</sup> Period</b>
11:00 – 11:45	<b>45 min</b>	<b>4<sup>th</sup> Period</b>
11:45 – 12:15	<b>30 min</b>	<b>LUNCH</b>
12:20 – 1:05	<b>45 min</b>	<b>5<sup>th</sup> Period</b>
1:10 – 1:55	<b>45 min</b>	<b>6<sup>th</sup> Period</b>
2:00 – 2:45	<b>45 min</b>	<b>7<sup>th</sup> Period</b>
2:50 – 3:45	<b>55 min</b>	<b>8<sup>th</sup> Period</b>

Students will frequently and consistently use the LMS (Google Classroom transitioning to Schoology) provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. This may include the temporary use of paper packets aligned to the learning objectives for students who experience connectivity challenges but are not able to come to the campus. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day with classes assigned.

## MATERIAL DESIGN

**Description:** Fabens ISD educators will follow the scope and sequence of the TEKS Resource System for all core areas. TEKS-based, state-adopted and supplemental instructional materials will be used to ensure lessons are supported by up-to-date resources. These resources will ensure vertical alignment is maintained and teachers are adhering to the standards. Students' understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process throughout the school year. Specifically, to ensure coherence and continuity, FISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS Resource System	<p>FISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the beginning of each unit.</p> <p>FISD will use the TRS Year at a Glance and Instructional Focus documents for all core content areas with the following exceptions: Math in grades K-5 will follow Pearlized or Sharon Wells Math Scope and Sequence which is 100% TEKS aligned.</p>
Other TEKS-based, state- adopted and supplemental instructional materials	<p>FISD will leverage TEKS-based, state-adopted and supplemental instructional materials, for which the district has purchased the online textbook versions, to carry out the objectives outlined in the TEKS Resource System.</p> <p>In addition, FISD follows the Fundamental Five instructional strategies for engagement which will be adapted for online instruction. Each lesson will have a lesson frame which will include a content objective and closing task. Opportunities for developing skills in listening, speaking, reading, and writing will be provided in all lessons.</p> <p>PK- 5 Materials are available in English and Spanish to support the 50/50 Dual Language Program.</p>
Texas Home Learning 3.0	Fabens ISD will leverage THL 3.0 resources to supplement instruction and/or assessment.
Edgenuity	Fabens ISD has acquired Edgenuity for online credit recovery and intercession intervention.
Nearpod	Distance Learning resources for all core subjects with TEKS aligned Digital Citizenship and English Learner supports.

## **FEEDBACK TIMELINES**

Weekly feedback will be provided through the LMS for student work and assignment completion. Every three weeks, progress reports will be provided and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

Contact logs will be provided to all teachers to document daily/weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success.

The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students.

Fabens ISD provides ESL support through the English classes with ESL certified teachers in grades 6-12. In grades PK-5, Fabens ISD implements a 50/50 Dual Language Instruction model delivered by Bilingual Certified teachers. English language skills will be developed best during the synchronous portion of the day with Spanish language support for the asynchronous instruction.

## **COHERENCE IN INSTRUCTION: Phase II**

Teachers are expected to teach in-class students and remote learners simultaneously. Live and recorded classroom instruction will facilitate the alignment of virtual and in-person instruction. Scheduling considerations will be made to ensure teachers have dedicated time for synchronous instruction and planning for virtual learning. The option of a hybrid model will be made available if the numbers of students attending on-campus instruction increases, with the option for full day, on-campus instruction for parents who choose or need that model in grades PreK – 8. Instructional materials and activities in both options will cover the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction with the same teacher team they worked with online.

## **LESSON PREPARATIONS**

Professional Learning Communities (PLCs) will be scheduled to allow grade level, department, or strategic cohorts of teachers to meet virtually to plan instruction, review data, and design interventions for students. Additional time in the weekly teacher schedule will be allotted for continued professional development and the design of engaging asynchronous and face-to-face instruction.

## **Students with Disabilities**

For students with disabilities, FISD special education teachers will work with general education teachers, students, and families to minimize barriers the students may experience in a remote setting. Our goal is to create multiple means of engagement through Individual Education Plans (IEPs) and IAP's (Individual Accommodation Plans) to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>MATH INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	Elementary Intermediate Middle School High School	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Middle School High School	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Teacher planning tool only)
State Adopted text: Go Math	Middle School	Yes	Progress monitoring for IEP attainment. Teachers can modify or accommodate assignments.	Has a math vocabulary review.	Online, Print, Instructional and Data Tool
Connect Ed	High School	Yes	Note Taking assistance. Accommodate and modify assignments and assessments.	Provides extra practice in areas of need.	Print and Online tools available
Pearlized Math K-1 Sharon Wells Math Program 2-5	Elementary Intermediate Middle School High School	Yes	Spiraled reviews and access to pre-requisite skills allows teacher to tailor instruction to the needs of the student. Manipulative packets are provided for home use as indicated on the IEP.	These math programs are available in Spanish and English to support the 50/50 Dual Language model and to provide a side by side reference during tests and independent work.	Print and Online Instructional Tool
Galaxy Math	Intermediate	Yes	Intervention program for math with tiered supports	These math programs are available in Spanish and English to support the 50/50 Dual Language model and to provide a side by side reference during tests and independent work.	Online Instructional and Data tool



Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0 (As a resource once available)	Elementary Intermediate Middle School High School	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System with Gap Implementation Tool	Elementary Intermediate Middle School High School	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	Teacher Planning Tool
Renaissance STAR Accelerated Reader	Elementary Intermediate Middle School High School	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Amplify/Mclass	Elementary K-3	Yes	BOY-EOY Reading Assessment for all students. With progress monitoring between intervals.	This Reading instrument includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish	Online, Data Tool
State Adopted text: Study Sync	Middle School	Yes	The product includes built-in supports for students with disabilities in each lesson.	Has a reading vocabulary review.	Online, Print, Data Tool
HMH Into Reading/ Into Literature	Elementary Intermediate High School	Yes	BOY-MOY-EOY Assessments for all students. Progress monitoring with available checkpoint assessments for teachers to utilize. Built in accommodations for all sub-pops	K-5 in English and Spanish ELPS & writing embedded within lesson format. E-book availability to provide audio of text and reading content.	Print, Online Instructional and Data Tool

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>SOCIAL STUDIES INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0 (As a resource when available)	Elementary Intermediate	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: with Gap Implementation Tool	Elementary Intermediate Middle School High School	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
State Adopted text: Pearson My World	Middle School	Yes	Progress monitoring for IEP attainment.	Has a reading vocabulary review  Note taking study guide for each unit	Online, Print, Data Tool
Pearson/Scott Foresman Social Studies The United States	Intermediate	Yes	Teachers adapt and modify content	Study guide/summary of each unit	Print Instructional Tool
Studies Weekly	Intermediate	Yes	Modifying provided through a sequential and scaffolded curriculum.	Adaptive material to accommodate language needs.	Print, Online Instructional Tool
Pearson My World	Elementary	Yes	Modifying provided through a sequential and scaffolded curriculum.	Available in English and Spanish	Print Consumables
McGraw Hill Social Studies Text	High School	Yes	Teachers adapt and modify content	Study guide/summary of each unit	Print and Online Tools Available

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
<b>SCIENCE INSTRUCTIONAL MATERIALS</b>					
Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year at a Glance, Instructional Focus Documents	Elementary Intermediate Middle School High School	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	N/A (teacher planning tool only)
State Adopted text: Science Fusion	Elementary Middle School	Yes	Teachers can modify or accommodate assignments.	Includes a science vocabulary review	Online, Print, Instructional and Data Tool
Education Galaxy	Intermediate	Yes	BOY-EOY assessments. Progress monitoring throughout.	Individualize content - provided support in both English and Spanish	Online Instructional Tool and Data Tool
STEMScopes	Intermediate	Yes	Intervention and acceleration resources for teachers to accommodate and modify for students.	Differentiation guidance provided through lesson creation. Teachers are able to individualize content per student.	Online Instructional Tool
McGraw Hill Social Science Text	High School	Yes	Teachers adapt and modify content	Study guide/summary of each unit	Print and Online Tools Available

## STUDENT PROGRESS

**Description:** Fabens ISD will establish baseline data for students utilizing a variety of formative assessments to include, MClass in grades K-3, Dibbles 4-5, TALA 6-8, content area pre-tests, online program pre-tests and STAAR BOY Assessments provided by TEA.

Ongoing progress monitoring will take place every three weeks. Data will be used to drive instruction and interventions according to established RTI frameworks.

## STUDENT ACCESS

Students will access assignments, including assessments, projects, and communication through links in Google Classroom. Fabens ISD will transition to Schoology for the second nine weeks. For synchronous teaching, the district will use Google Meets. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses. Larger projects will be broken down into daily steps.

The temporary use of paper packets aligned to the learning objectives for students who experience connectivity challenges but are not able to come to the campus will be provided to ensure technical challenges do not delay instruction.

## DATA COLLECTION

Fabens ISD teachers will administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning.

**Resources: Dibbles, MClass, Renaissance Learning STAR, TALS, LASLinks, TELPAS Data, Adopted materials assessments, TEKS Resource System Performance Assessment and Unit Tests, Texas Education Agency assessments, LMS assessments, DMAC**

## ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the one or more of following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment
3. Daily contact with the teacher.

A teacher or campus representative will input the student's attendance into Frontline, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100-point scale.

## ASSESSMENT FRAMEWORK

1. IEP's, IAP's, and SAT Committee accommodations and supports will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments.
3. Test security protocols will be put in place in school and remotely.
4. Teacher-designed authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.

## LESSON DESIGN

Lesson design should incorporate the Fundamental Five Lesson Frame and engaging activities that promote opportunities for discussion and writing. Campus principals will approve all lesson plan formats and collaborative planning will be facilitated through PLCs.

**Resources: TEKS Resource System, Lead4ward Resources, PLC common planning, Scope and Sequence, Fundamental Five strategies for engagement.**

## ACADEMIC INTERVENTIONS AND ENRICHMENTS

Fabens ISD will serve students in daily small group instruction to provide students with interventions and services. Data will determine the level of support and placement in the groupings.

Differentiation by the teachers will be enhanced with small group instruction for GT, Dyslexia, Resource, and SPED related services.

Credit Recovery will be provided through Edgenuity according to guidelines in place for grades 9-12 and students in alternative settings.

Edgenuity will also be used after each 9 weeks grading period for students who have not demonstrated mastery. A Fall and Spring Intersession week will be used to provide this intervention and promote passing rates. Intersession interventions and enrichments will be provided for all grade levels to ensure students stay on track for passing and graduation.

## EDUCATOR, PARENT, AND STUDENT SUPPORT

Ongoing support and professional development will ensure teachers have time to plan and learn through a collaborative approach. Each campus and PLC will have a Google Classroom set up to roll out staff development and share resources and knowledge. Weekly "Tech-spurts" sessions will allow teachers to voluntarily present distance learning expertise with one another. A bank of Google and other distance learning training will be accessible on-demand to earn educator badges in a self-paced manner. Though intended for educators, these will be made available to students and parents to grow their distance learning skills and leverage G-suite resources.

Fabens ISD will implement SEL lessons through an online resource, Eduguide, in grades 4-12, which will provide short, weekly lessons that students can access online or on their phones. Eduguide designate coaches, teachers, and counselors will be able to provide individual feedback on student responses and this tool will be used as one way. to determine if emotional interventions are needed. For grades PreK-3, Counselor classes and parent meetings will help meet the social emotional needs of younger students. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.



The technology department will be open from 8:00 AM – 5:00 PM daily to handle repairs or troubleshoot Chromebooks and Hotspots. They will be open for walk-ins and by phone for remote support. In addition to teacher and technology staff support, how-to videos for accessing components of remote instruction, tech support line, and password recovery features will be available on the district website.

**Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC), Eduguide, Campus Counselors**

## **IMPLEMENTATION**

**Fabens ISD has purchased Chromebooks for all students and HotSpots for those in need. Additionally, ongoing efforts to improve internet connectivity in the Fabens community will improve the distance learning experience for students. The temporary use of paper packets aligned to the learning objectives for students who experience connectivity challenges but are not able to come to the campus will be provided to ensure technical challenges do not delay instruction.**

## **PARENTS/GUARDIANS**

Fabens ISD has utilized several methods to communicate with parents about their options and opportunities for input. Blackboard communication systems allow the district and individual campuses to send out announcements and survey links via email, text message, and voicemails. Our District website has dedicated pages for reopening plans, FAQs, and distance learning hubs with training videos for parents, students, and educators. Mailings, phone calls, and home visits are used to supplement these systems to ensure a connection with all families.

A fully online registration system was updated for the 2020-2021 school year to include questions about connectivity in order to map out the areas of Fabens that would benefit from additional wireless access points in an ongoing effort to improve internet access for the entire community.

Parents were provided a survey online to select the model of instruction for their children. Calls were made to any parent who did not respond and paper survey options were made available at all campuses.

Prior to the start of the school year, principals will conduct virtual parent meetings to explain the asynchronous plan, distribution of technology, and how to access Google classroom. Meet the Teacher events will be held virtually and by phone. Recordings of meetings will be posted on the district website, with links sent out to all parents.

Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Administrators and non-teaching staff will be dedicated to parent and students outreach during the critical first weeks of the new school year. They will visit homes to deliver technology, assist in connecting to Google Classroom, following all safety protocols to ensure all students are engaged and connected. The temporary use of paper packets aligned to the learning objectives for students who experience connectivity challenges but are not able to come to the campus will be provided to ensure technical challenges do not delay instruction.

## TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the spring and summer months, FISD staff were participating in professional learning technology-related sessions. These sessions were designed to meet the needs of educators with limited distance learning experience to those advanced practitioners who were able to assist and participate in the delivery of professional development.

Topics designed were:

**Google Classroom for Beginners, Google Classroom Advanced, Nearpod, LPAC, TELPAS**

Summer school and camps provided additional learning and practice opportunities for teachers from each campus who will now be able to mentor other teachers on distance learning.

The August Staff Development Schedule can be found in the appendix.

In addition, FISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was provided in a distance learning format so teachers could experience learning from the student perspective in Google Classroom.

## PRINCIPALS AND OTHER ADMINISTRATORS

FISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency July 20-Aug 7
- **Designing Remote School Modules 1-3** conducted by the Texas Education Agency July 29-31

FISD will work closely with our Educational Service Center- Region 19 and other partners to plan support for remote learning.

Principals will be provided with updated training on the application of TTESS in remote settings. In preparation for the Teacher Incentive Allotment, FISD will revise its walkthrough and observation calendar to ensure consistency in frequency and calibrate ratings across all learning formats. Principals will ensure the following accountability processes are in place: Adherence to the Schedule, Attendance is Monitored, Implementation of the Curriculum, Grades Submitted in a Timely Manner, Communication with Families- Attendance, Family Engagement, and Progress Monitoring Data Reviews and Interventions.

## ONGOING COMMUNICATION/LEARNING

Surveys of staff will contribute to topics for ongoing professional development. Weekly PLC's will provide support as teachers share data and plan for instruction. Weekly Tech-sports will provide timely and accessible mini-trainings as well as a library of training videos and Google Badge challenges for ongoing support.

Reading coaches and secondary department heads will participate in a L.E.T.S. (Lead Educator for TRS) Learn Series provided by Region 19 to support the use of the TEKS Resource System throughout the school year.

Fabens ISD received the Mentor Program Allotment and will partner with the New Teacher Center to train our mentors to provide ongoing support to teachers with 0-2 years of experience.

Campus and PLC Google Classrooms will be set up to promote communication and sharing of resources as well as the submission of lesson plans and attendance and monitoring forms.

## **RESOURCES TO MAXIMIZE REMOTE LEARNING**

The following are resources provided by FISD to help teachers implement a more thoughtful remote learning opportunity.

- **TEKS Resource System**
- **Texas Home Learning (THL) 3.0**
- **Lead4ward school@home**
- **PD Video Library**
- **Coaching support**
- **Google Education Training and Badges Classroom**

The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- **Laptops**
- **Google Classroom**
- **Class Dojo**
- **Nearpod**
- **Edgenuity (6-12)**
- **Digital textbooks and Test Prep**
- **DMAC**
- **Google Suites**

### **Identifying Internet Providers and Getting Connected**

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. During online registration, families completed a Connectivity Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes. The district has purchased Hotspots and Smart buses and is exploring additional methods of increasing connectivity in the community.

### **Deployment of Student Devices**

Fabens ISD has purchased Chromebooks for all students, PreK-12<sup>th</sup> grade, with a touchscreen feature for all elementary students. Meet-the-Teacher sessions and principal virtual parent sessions and mailed welcome letters will explain the procedures for picking up Chromebooks, requesting hotspots, and connecting with Google Classroom. Additionally, virtual and face-to-face office hours for counselors and administrators will ensure access to staff who can address parent and student needs.

### Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check the Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to FISD dress code.
- Present yourself on screen while in the virtual classroom.

### Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus training for implementation support.
- Use teacher office hours to help strength asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

### Contact Us/Who to Contact

**For assistance regarding a course, assignment, or resource:**

Grade level teachers, Counselors, Administration, & Instructional teams

**For assistance regarding a technology-related problem or issue:**

The FISD technology department

**For a personal, academic or social emotional concern:**

School Counselors

**For other issues related to distance learning:**

Administration, Campus Instructional Team, Counselor.

# Appendix

- **School Model Parent Choice Survey**
- **Teacher Conference/ Office Hours by Campus**
- **Staff Development Schedules**

DRAFT



**Instructional Model Parent Choice Form** / *Formulario de elección de padres del modelo educativo*

We are excited to welcome our students and staff back to school for the 2020-2021 school year. The Fabens Independent School District is working diligently to abide by the guidelines from the Texas Education Agency (TEA), and our local government and health officials to safely reopen our schools. *Estamos emocionados de dar la bienvenida a nuestros estudiantes y al personal de regreso a la escuela para el año escolar 2020-2021. El Distrito Escolar Independiente de Fabens está trabajando diligentemente para cumplir con las pautas de la Agencia de Educación de Texas (TEA) y nuestros funcionarios de gobierno y salud locales para reabrir nuestras escuelas de manera segura.*

**Two learning options for students** / *Dos opciones de aprendizaje para estudiantes.*

**Option 1: Traditional: In-person instruction on campuses with increased disinfection protocols.**  
*Opción 1: Tradicional: Instrucción en persona en campus con protocolos de desinfección aumentados.*

**Option 2: Full-time Virtual Learning** / *Opción 2: aprendizaje virtual a tiempo completo*

To complete our next phase of planning, we are asking parents to fill out a separate form for each child in their household to provide campus administration with the information they need to schedule classes for our students. Please refer to the Frequently Asked Questions posted on our website for more information about your choices. *Para completar nuestra próxima fase de planificación, les pedimos a los padres que completen un formulario por separado para cada niño en su hogar para proporcionar a la administración del campus la información que necesitan para programar las clases de nuestros estudiantes. Consulte las Preguntas frecuentes publicadas en nuestro sitio web para obtener más información sobre sus opciones.*

\* 1. Student First Name: / *Nombre del estudiante:*

\* 2. Student Last Name: / *Apellido del estudiante:*

\* 3. Student Grade Level for 2020-2021 School Year: / *Nivel de grado del estudiante para el año escolar 2020-2021:*

\* 4. Choose one: / *Elige uno:*

- ☐ Option 1: Traditional Learning Model (students learn at school) / *Opción 1: Modelo de aprendizaje tradicional (los estudiantes aprenden en la escuela)*
- ☐ Option 2: Full-time Virtual Learning Model (students learn at home) / *Opción 2: Modelo de aprendizaje virtual a tiempo completo (los estudiantes aprenden en casa)*

\* 5. Parent or guardians Electronic Signature: / *Firma electrónica del padre o tutor:*

Type your name / *Escriba su nombre*

6. Best phone number to be reached at: / *El mejor número de teléfono para contactar:*

\* 7. Please enter today's date: / *Por favor, introduzca la fecha de hoy:*

Date: / *Fecha:*

8. Completed by if other than a parent: / *Completado por si no es un padre.*



**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**Fabens Elementary**

<u>Teacher Name</u>	<u>Role/Grade level</u>	<u>Conference Period/Time</u>	<u>Office Hours</u>
Ms. Cortinas	PK	1:00- 1:45 PM	3:15 - 4:00 PM
Mrs. Garcia	PK	1:00 - 1:45 PM	3:15 - 4:00 PM
Mrs. Mischen	PK	1:00- 1:45 PM	3:15 - 4:00 PM
Mrs. Warren	PK	1:00- 1:45 PM	3:15 - 4:00 PM
Ms. Chavez	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Ms. Dominguez	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Ms. Eisenberg	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Mr. Jacquez	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Ms. Ramirez	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Mrs. Vidana	K	9:20 - 10:05 AM	3:15 - 4:00 PM
Mrs. Calzadiaz	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Ms. Clary	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Mrs. Montanez	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Mrs. Nieto	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Mrs. E. Rodriguez	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Ms. Solis	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Mrs. Torres	1st	1:00 - 1: 45 PM	3:15 - 4:00 PM
Mrs. Amaya	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Mrs. Balderrama	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Ms. Banez	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM



**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**Fabens Elementary**

<b><u>Teacher Name</u></b>	<b><u>Role/Grade level</u></b>	<b><u>Conference Period/Time</u></b>	<b><u>Office Hours</u></b>
Mrs. Becerra	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Ms. Espinoza	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Ms. Martinez	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Mrs. Reveles	2nd	1:45 - 2:30 PM	3:15 - 4:00 PM
Ms. Alarcon	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Mrs. Cardona	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Mrs. Dominguez	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Ms. Guzman	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Ms. Lara	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Mrs. Martinez	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Mrs. Perez	3rd	12:00 - 12:45 PM	3:15 - 4:00 PM
Mr. Frias- PE	PK-3rd	8:00 - 8:45 AM	3:15 - 4:00 PM
Mr. Gomez- PE	PK-3rd	8:00 - 8:45 AM	3:15 - 4:00 PM
Ms. Macias- Music	PK-3rd	8:00 - 8:45 AM	3:15 - 4:00 PM



**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**O'Donnell Intermediate**

<u>Teacher Name</u>	<u>Role/Grade level</u>	<u>Conference Period/Time</u>	<u>Office Hours</u>
Ms. Amaya	4th	8:30 - 9:00 AM	3:15 - 4:00 PM
Ms. Cano	4th	8:30 - 9:00 AM	3:15 - 4:00 PM
Ms. E. Chavira	4th	9:30 - 10:00 AM	3:15 - 4:00 PM
Ms. Molina	4th	9:30 - 10:00 AM	3:15 - 4:00 PM
Ms. Orozco	4th	8:30 - 9:00 AM	3:15 - 4:00 PM
Ms. Palacios	4th	9:30 - 10:00 AM	3:15 - 4:00 PM
Ms. F. Chavira	5th	9:30 - 10:00 AM	3:15 - 4:00 PM
Ms. N. Chavira	5th	10:30 - 11:00 AM	3:15 - 4:00 PM
Ms. Lorio	5th	10:00 - 10:30 AM	3:15 - 4:00 PM
Ms. Madrid	5th	11:00 - 11:30 AM	3:15 - 4:00 PM
Ms. Munoz	5th	10:30 - 11:00 AM	3:15 - 4:00 PM
Ms. Pineda	5th	10:00 - 10:30 AM	3:15 - 4:00 PM
Ms. Rodriguez	5th	9:30 - 10:00 AM	3:15 - 4:00 PM
Ms. Romero	5th	11:00 - 11:30 AM	3:15 - 4:00 PM
Ms. Hernandez Art/Music	4th-5th	8:00 - 8:30 AM	3:15 - 4:00 PM
Mr. Fraire- P.E.	4th - 5th	8:00 - 8:30 AM	3:15 - 4:00 AM



# Fabens Middle School

## Teacher Conferences and Office Hours

### Phase II- September 8, 2020-June 2020

<u>Teacher Name</u>	<u>Grade Level</u>	<u>Conference Period &amp;</u>	<u>Office Hours</u>
<b>ELAR</b>			
Yolanda Corral	6 <sup>th</sup>	7 <sup>th</sup> (2:11 pm -2:59 pm)	3:50 – 4:30
Manuela Gutierrez	6 <sup>th</sup>	7 <sup>th</sup> (2:11 pm -2:59 pm)	3:50 – 4:30
David Garcia	7 <sup>th</sup>	1 <sup>st</sup> (8:30 am -9:18 am)	3:50 – 4:30
Leticia Beltran	7 <sup>th</sup>	1 <sup>st</sup> (8:30 am -9:18 am)	3:50 – 4:30
Jessica Becerra	8 <sup>th</sup>	7 <sup>th</sup> (2:11 pm -2:59 pm)	3:50 – 4:30
Cynthia Franco	8 <sup>th</sup>	7 <sup>th</sup> (2:11 pm -2:59 pm)	3:50 – 4:30
<b>Math</b>			3:50 – 4:30
Lilia Garcia	6 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30
Karen Trautman	6 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30
Jaime Montelongo	7 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30
Ricardo Pacheco	7 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30
Maria Apodaca	8 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30
Karen Martinez	8 <sup>th</sup>	3 <sup>rd</sup> (10:12 pm -11:00 pm)	3:50 – 4:30

<b><u>Teacher Name</u></b>	<b><u>Grade Level</u></b>	<b><u>Conference Period &amp; Office Hours</u></b>	
<b>Science</b>			
Daniel Lopez	6 <sup>th</sup>	6 <sup>th</sup> (1:20 pm -2:08 pm)	3:50 – 4:30
Sandra Bonilla	6 <sup>th</sup> /7 <sup>th</sup>	6 <sup>th</sup> (1:20 pm -2:08 pm)	3:50 – 4:30
Ted Capka	7 <sup>th</sup>	6 <sup>th</sup> (1:20 pm -2:08 pm)	3:50 – 4:30
Jackie Avila	8 <sup>th</sup>	6 <sup>th</sup> (1:20 pm -2:08 pm)	3:50 – 4:30
<b>Social Studies</b>			3:50 – 4:30
Joel Dyer	6 <sup>th</sup>	4 <sup>th</sup> (11:03 pm-11:51 pm)	3:50 – 4:30
Emil Chaparro	7 <sup>th</sup>	4 <sup>th</sup> (11:03 pm-11:51 pm)	3:50 – 4:30
Bryan Peden	7 <sup>th</sup>	4 <sup>th</sup> (11:03 pm-11:51 pm)	3:50 – 4:30
Javier Alvarez	7 <sup>th</sup>	4 <sup>th</sup> (11:03 pm-11:51 pm)	3:50 – 4:30
<b>Electives</b>			3:50 – 4:30
Pearl Holguin	Band	5 <sup>th</sup> period (11:54 am-12:42)	3:50 – 4:30
Jonathan Lozoya	Guitar	5 <sup>th</sup> period (11:54 am-12:42)	3:50 – 4:30
Diana Montes	Art	2 <sup>nd</sup> period (9:21 am-10:09 am)	3:50 – 4:30
Alejandra Macias	Spanish	6 <sup>th</sup> (1:20 pm -2:08 pm)	3:50 – 4:30
Gracie Sierra	Nutrition	2 <sup>nd</sup> period (9:21 am-10:09 am)	3:50 – 4:30
Monica Rubio	Career	2 <sup>nd</sup> period (9:21 am-10:09 am)	3:50 – 4:30
Ana Luna	STEM	5 <sup>th</sup> period (12:29 pm-1:17 pm)	3:50 – 4:30
Alexys Candelaria	PE	2 <sup>nd</sup> period (9:21 am-10:09 am)	3:50 – 4:30
Manuel Hernandez	PE	4 <sup>th</sup> (11:03 pm-11:51 pm)	3:50 – 4:30
Manuel Limon	Support Teachers	4 <sup>th</sup> period (11:03 pm-11:51 pm)	3:50 – 4:30
Abigail Monge	Support Teachers	5 <sup>th</sup> period (12:29 pm-1:17 pm)	3:50 – 4:30
Ana Montoya	Support Teachers	8 <sup>th</sup> period (3:02 pm-3:50 pm)	3:50 – 4:30
Minerva Velez	Support Teachers	5 <sup>th</sup> period (11:54 am-12:42)	3:50 – 4:30



**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**Fabens High School**

<u>Teacher Name</u>	<u>Role/Grade level</u>	<u>Conference Period/Time</u>	<u>Office Hours Daily</u>
Avalos, C	PAP ENG 2/ CRT WRT	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Flores, L	ESL NEW/ Reading 1/2/3 ESL 1/ CRT WRT	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Johnson, E	ENG 2/ ESL 2	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Lara, V	CRT WRT/ ENG 1	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Pena, D	College Prep ELA/ AP ENG 4 TECH WRT/ AP ENG 3	8:30 – 9:25 AM (Mon.-Fri.)	3:45 – 4:30 PM
Ramirez, J	DC ENG 3/ ENG 3	8:30 – 9:25 AM (Mon.-Fri.)	3:45 – 4:30 PM
Stone, J	ENG 4/ DC ENG 4	8:30 – 9:25 AM (Mon.-Fri.)	3:45 – 4:30 PM
Abujawayed, F	College Prep MATH ALG 2/PAP ALG 2	1:10 – 2:40 PM (Tue./Thurs.)	3:45 – 4:30 PM
Cobos, M	ALG 2/PAP GEOM/ GEOM	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Flores, S	PAP ALG 1/ ALG 1	9:30 – 11:00 AM (Mon./Wed.)	3:45 – 4:30 PM
Gonzales, S	PRE CAL/ DC PRE CAL/ BUSINESS MATH/ DC MATH	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Gonzalez, B	College PREP Math/ALG 1	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Rodriguez, J	AP Calculus/ ALG 1/ PAP GEOM/ ALG 1 Intervention	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Roman, B	ALG 1 Intervention/ GEOM/ALG 2	11:05 – 12: 35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Aguirre, M	BIO/ PA BIO/ PAP BIO/ PLC	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Banuelas, J	ENG DES/PRES, PRIN APP ENG/AP ENV SCI/ STEM Coord	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Luevano, J	PAP BIO/DC BIO/PLC	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Medrano, E	PHYSICS/ IPC/ CHEMISTRY	11:05 – 12: 35 PM (Tue./Thurs.)	3:45 – 4:30 PM



**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**Fabens High School**

<b><u>Teacher Name</u></b>	<b><u>Role/Grade level</u></b>	<b><u>Conference Period/Time</u></b>	<b><u>Office Hours</u></b>
Moreno, M	AP PHYSICS/ PHYSICS/RES DES 1	11:05- 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Pearson, R	PAP PHYSICS/DC ASTRO	11:05- 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Robles, R	BIO/AP COMP SCI PRINC/BIO/ COMP SCI 1/ROBOTICS	2:45 – 3:45 PM (Mon./Wed.)	3:45 – 4:30 PM
Salinas, L	CHEM/ PAP CHEM/ UIL MATH/SCI	11:05 – 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Torres, S	PAP CHEM/ ENV SYS	11:05 – 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Basil, C	US HIST/ AP US HIST/ CATS	9:30 – 11:00 AM (Mon./Wed.)	3:45 – 4:30 PM
Dennis, N	W HIST/ DC US HIST	9:30 – 11:00 AM (Mon./Wed.)	3:45 – 4:30 PM
Flores, D	GOVT ECON/ GOVT AP ECON/AP W HIS	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Navar, J	W HIST/ PSYCH/SOCI	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Prince, D	W GEO	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Alferez-Ortiz, A	READING/ ENG M/ CMC	8:30 – 9:25 AM (Mon.-Fri.)	3:45 – 4:30 PM
Delgado, J	BIO M/CHEM/IPC M/ 4 <sup>th</sup> YR SCI M/ CMC/ BOYS ATHL	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Estrada, C	ALG 2 M/ ALG 1 M/CMC/ PAAL/ GEOM M	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Hernandez, C	CMC/ DAEP/ ENG INC/ SSM	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Moreno, O	LIVING SKILLS	11:05 – 12:35 PM (Mon.-Fri.)	3:45 – 4:30 PM
Cedillo, S	PAP SPAN 1/ PAP SPAN 2/ AP SPAN 1/ AP SPAN 2	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Martinez, A	PAP SPAN 2/ AP SPAN 3	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Netos, F	FRENCH 1/ FRENCH 2/3 PRIN HUM SVC	11:05 – 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM





**FABENS INDEPENDENT SCHOOL DISTRICT**  
**Teacher Conferences and Office Hours**  
**Fabens High School**

<b><u>Teacher Name</u></b>	<b><u>Role/Grade level</u></b>	<b><u>Conference Period/Time</u></b>	<b><u>Office Hours</u></b>
Soto, M	BAND/ AP MUS THEORY/BRASS/WOODWIND		3:45 – 4:30 PM
Lozoya, J	AT FMS/GUITAR	2:45 – 3:45 PM (Mon.-Fri.)	3:45 – 4:30 PM
Melendez, K	EDUC 1300/ AP ART/3 ART 2/ ART 1	9:30 – 11:00 AM (Tue./Thurs.)	3:45 – 4:30 PM
Pacheco, C	ART 1/ CATS/ ART 2	9:30 – 11:00 AM (Tue./Thurs.)	3:45 – 4:30 PM
Natividad, D	NEWSPAPER/ THEATRE ARTS/ YEARBOOK/ CATS	9:30 – 11: 00 AM (Tue./Thurs.)	3:45 – 4:30 PM
Brown, D	PHYS ED/ CATS/ BOYS ATHL	11:05 – 12: 35 PM (Mon./Wed.)	3:45 – 4:30 PM
Hertel, M	ROTC 2/4	1:10 – 2:40 PM (Tue./Thurs.)	3:45 – 4:30 PM
Tarango, R	DC BCIS/ AT FMS/ ROTC 1	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Bates, L	SPORTS MED/ ATHLETICS		3:45 – 4:30 PM
Jaime, C	HEALTH/ CATS	1:10 – 2:40 PM (Tue./Thurs.)	3:45 – 4:30 PM
Martinez, J	COMM APPS/ Student Leadership	1:10 – 2:40 PM (Tue./Thurs.)	3:45 – 4:30 PM
Lopez, T	BIM 1/ CATS	1:10 – 2:40 PM (Mon./Wed.)	3:45 – 4:30 PM
Gonzales, R	MED TERM/ HEALTH SCI/ ANAT & PHYS	11:05 – 12:35 PM (Mon./Wed.)	3:45 – 4:30 PM
Gonzalez, D	AUTO 1/2, SM ENG TECH/PRIN OF TRANS	11:05 – 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Martinez, E	PRINT IMAG TECH 1/2	11:05 – 12:35 PM (Tue./Thurs.)	3:45 – 4:30 PM
Pence, B	INTER STU/ FASH DES/ ADV FASH DES/ INTER STU/ CHILD DEV	1:10 – 2:40 PM (Tue./Thurs.)	3:45 – 4:30 PM
Salas, I	CTE COORD/ ANIMATION/ DIGITAL MEDIA/ GIRLS ATHL	9:30 – 11: 00 AM (Mon./Wed.)	3:45 – 4:30 PM
Stiles, S	BIM 1/ PRIN BUS MKT FIN/ MONEY MATTERS	9:30 – 11:00 AM (Tue./Thurs.)	3:45 – 4:30 PM



## Fabens ISD Virtual Staff Development Plan August 2020

July 31	August 3	August 4	August 5	August 6	August 7
8:00 – 12:00	8:00 – 9:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 4:00
<a href="#">New Teacher Orientation</a>	<a href="#">District Welcome</a> All Staff 9:30 – 12:00 Campus Welcome Reopening Plans <a href="#">FES</a> <a href="#">ODI</a> <a href="#">FMS</a> <a href="#">FHS</a>	<a href="#">Google Education</a> All Teachers, Campus Administrators, and Instructional Aides			Work Day All Teachers
New Teachers	All Campus Staff	Lunch Break			
1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	
<a href="#">New Teacher Orientation</a>	Campus-Based Staff Development  <a href="#">FES</a> TEKS Resource Campus Planning <a href="#">PK, K, 1st, 2nd, 3rd</a> <a href="#">ODI</a>  Sharon Wells <a href="#">4th Grade Link</a> <a href="#">5th Grade Link</a>  <a href="#">FMS</a>  Campus Procedures  1:00 <a href="#">FHS</a> Procedures Campus Procedures 2:00 Dept. Planning: <a href="#">CTE</a> , <a href="#">Elective</a> , <a href="#">Math</a> , <a href="#">SPED</a> , <a href="#">English</a> , <a href="#">SS</a> , <a href="#">Science</a> , <a href="#">FL/FA</a>	Department and Grade Level Planning for Virtual Instruction – 1 <sup>st</sup> 2 weeks (with breakout sessions as applicable – see below)  All Teachers and staff Afternoon Breakout Sessions			
		8/4 1:00 – 2:00 <a href="#">Nearpod</a> “Tech-spurt” FMS Teachers 6-8	8/4 1:00 – 2:30 <a href="#">Reflex Math</a> ODI Teachers	8/6 1:00 – 3:00 <a href="#">Reading Academy Launch - FES K-3</a>	
		8/4 2:00 – 4:00 <a href="#">Study Sync</a> , <a href="#">Go Math</a> , <a href="#">Science Fusion</a> FMS Teachers	8/4 2:45 – 3:30 <a href="#">Education Galaxy</a> ODI Teachers	8/6 1:00 – 3:00 <a href="#">HMH ELAR</a> Overview of Online Resources ELA Teachers 9-12 Go Math-FMS	
		8/4 1:00 – 4:00 Sharon Wells 2 <sup>nd</sup> -3 <sup>rd</sup> FES	8/5 2:00 – 4:00 Blackboard For Campus Webmasters	8/6 2:00 – 4:00 Lesson Sharing By Campus/ Departments	Lessons for the first 2 weeks of school are due by 4:00 PM to your Principal.  Thank you for all your hard work!
Follow-Up Training					
<ul style="list-style-type: none"> <li>Teacher “Tech-spurts” – Weekly Training on Distance Learning Tools and Tips – Links will be sent out Weekly</li> <li>Coaching and Mentoring Follow-Up</li> <li>Fabens Training Site will be available to obtain Google Badges and Google Level I and II Certification Support</li> </ul>					
Watch your email for links to virtual training as well as training protocols.					