



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Approval of the 2020-21 United ISD Asynchronous Instructional Plan

SUBMITTED BY: David H. Gonzalez, Associate Superintendent for Curriculum & Instruction
and Emma Leza, Executive Director for Instructional Accountability

OF: Curriculum and Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: August 11, 2020

DATE ASSIGNED FOR BOARD CONSIDERATION: Date of Regular Board Meeting

Recommendation:

Administration recommends the UISD Board of Trustees approve the 2020-21 UISD Asynchronous Instructional Plan for submission to the Texas Education Agency.

Rationale:

This model will delineate the requirements for remote instruction for all campuses and teachers. The TEA will evaluate the plan and provide recommendations or approve it, if it meets state requirements.

Budgetary Information:

Implications for mobile learning devices, MiFi's, and access points have been previously addressed.

Board Policy Reference and Compliance



United ISD 1st DRAFT

20-21 Asynchronous Instructional Plan (AIP)

Curriculum and Instruction
August 06, 2020



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Part I: Introduction

UISD is a large, remote district on the border to Mexico, faced with a high growth rate of over 23,000 students in the past twenty years. United is approximately 2,448 square miles in size and includes about 75% of Webb County, most of Laredo, the cities of El Cenizo/Rio Bravo, and several unincorporated communities including high poverty *Colonias* that often lack water/sewer services and paved streets.

United's district leadership focuses on inspiring and supporting continuous improvement to foster an educative culture of learning and growth for all.

United ISD's educational philosophy is: We are United in service to provide quality education for students to enrich and enhance their lives and our community. This philosophy provided the foundation for our mission statement and district goals. Our location, large service area, and high student poverty rate present many challenges that must be addressed to provide meaningful, robust educational experiences for our students. These challenges have understandably influenced our district's mission: **United, we inspire all students to become responsible world citizens by pursuing excellence through lifelong learning.**

United ISD has had remarkable success in meeting student educational goals through the use of our **in-house curriculum, scope and sequence, and assessment plan**. Our most recent performance rating from the Texas Education Agency, for 2019 proves that our instructional plan is meeting the needs of our student population:

- United ISD earned the highest overall ranking for Spring 2019 amongst districts educating 15,000 or more students while also educating the highest rate of economically disadvantaged students (75.4%), English learners (36.1%), and a Hispanic population of 98.8% (TEA Statewide Ratings).
- United ISD is among the 127 school districts earning an overall "A" rating for 2018 and 2019, of which only 12 serve over 15,000 students.
- In addition to our district's overall rating of 94 (A), all of our campuses earned an overall rating of A or B for 2019.
- United ISD boasts a graduation rate of 95.0% for the class of 2018 with 3,212 in the cohort and 94.8 for the class of 2019 with 3,320 in the cohort (source: TEA Four Year Longitudinal Summaries for CtG). Our graduation rates have been consistently well above the region, state, and national levels for the past eight years.

United ISD remains committed to providing the best instructional experiences for all students served. UISD's Asynchronous Instructional Plan or AIP will be a remote extension of our face to face, in house rigorous curriculum, scope and sequence, and assessment plan. **Our AIP goal is to continue providing consistent quality instruction that improves student achievement and academic growth.**



United ISD's Profile

UISD's Accountability History denotes the consistent improvements made in all facets of our instruction and accountability.



UNITED ISD Accountability History 1996 - 2020



ASCI	School Year	Student Population	Significant Events	District Rating	# of Campuses	District & Campus' Rating Summary				Percent Meeting State Standard (All Grades)															Assessment and/or Accountability Changes	
						Distinctions	Met	IR	% Ach. Grad Rates	Reading			Writing			Math			Science			Social Studies				
										USD	State	Diff	USD	State	Diff	USD	State	Diff	USD	State	Diff	USD	State	Diff		
D. Gonzalez	2020	43,603	COVID-19 SCHOOL CLOSURES	Not Rated	43	Not Rated: Declared State of Disaster																			Last day of Traditional Inst. 5/13/2020 Remote Inst. 3/23 to 5/29 & No STAAR	
	2019	43,381	New Domain and Letter Grade System for Campuses	A (94)	43	194 + 1 for USD = 185	21 As 22 Es	0	2019 3,249 84.1%	78	75	3	78	83	8	90	82	8	88	81	7	85	81	4	TELPAS Rate Changed from 42 to 38 URS Appeal for "A" Granted	
	2018	43,212	New Domain and Letter Grade System	A (92)	41	158 + 1 for USD = 167	17 A's & 24 Es	0	2018 3,129 84.7%	76	74	2	73	66	7	89	81	8	86	80	6	84	73	6	Online Testing Issues & Redesign TELPAS	
	2017	43,558	Budget Shortfall due to Mineral Value Adjustments	Met	40	134	All 40	0	2018 3,037 84.7%	73	72	1	74	67	7	85	79	6	83	79	4	79	77	2	No STAAR A - 1 New Online STAAR Test	
	2016	43,709	No STAAR 8.1 - Rd Restructure - (AJ Redistributon - SB 149)	Met	40	106	All 40	0	2016 3,037 84.1%	71	73	-2	70	69	1	81	76	5	82	79	3	76	77	-1	All Students Inc. ETS Issues & New Standard	
	2015	43,147	TTESS & TPESS (16-17)	Met	35	103	39	1	2014 2,773 83.1%	75	77	-2	72	72	0	87	81	6	79	78	1	78	73	0	No STAAR A or ALT Math (3-8) & 1st EOC Grade	
Average	43,401				40	137		0		75	74	1	73	68	5	85	80	6	84	79	5	80	79	2		
G. Gonzalez	2014	42,844	STAAR Accountability Initiated CBA Initiative	Met	39	58	All 39	0	2013 2,779 83.6%	71	78	-5	71	72	-1	77	78	-1	77	78	-1	74	76	-2	Last STAAR M Included & TAKS Grade	
	2013	42,410		Met	39	Not Available	All 39	0	2012 2,681 83.7%	74	80	-6	81	83	-2	78	79	-1	76	82	-4	73	78	-3	No ELLs Included	
	Average	42,627			39	58		0	83.60%	73	78	-5	66	63	-3	78	79	-1	78	80	-2	74	78	-2	Rigorous Asses	
P. Juarez	2012	42,096		No Rating		Exempt	Rec	Acceptable	U/L/P/R	70	78	-8	81	67	-8	73	77	-4	72	80	-8	72	79	-7	First STAAR Yr & EOC 15 to 1	
	2011	41,708	Restructure C & D Department - Structured Scope and Sequence for Core Content Areas - Year in Review - Unified Bilingual & ESL Programs	Acceptable	40	2	19	18	1	82	90	-8	90	92	-2	80	84	-4	75	83	-8	92	95	-3	Ratings Inlet	
	2010	40,733		Recognized	40	5	27	8	0	83	90	-7	92	93	-1	80	84	-4	77	83	-6	89	93	-4	Data used TPM	
	2009	39,935		Acceptable	40	6	19	16	0	85	91	-6	91	93	-2	77	82	-5	70	78	-8	89	93	-4	TAKS A & TPM	
	2008	38,887		Acceptable	39	2	14	23	0	84	91	-7	90	93	-3	75	80	-5	69	74	-5	89	91	-2	TAKS A, M & ALT	
	2007	37,671		Acceptable	39	1	6	32	0	81	89	-8	92	92	0	71	77	-6	65	71	-6	88	89	-3		
	2006	35,638		Acceptable	39	0	11	25	2	79	87	-8	89	91	-2	68	75	-7	63	70	-7	80	87	-7	TAKS Inc	
	2005	33,895		Acceptable	38	0	2	33	1	78	83	-5	87	90	-3	63	71	-8	55	63	-8	83	87	-4	LAT & SDAA	
	Average	38,620				39					83	88	-5	87	89	-2	73	79	-6	68	75	-7	88	90	-4	More Inclusions
	2004	32,076		Acceptable	34	0	10	24	0	71	80	-9	87	89	-2	57	66	-9	44	56	-12	74	84	-10	ELL Exempt	
D. Medrano	2003	30,525	Project Minimum - Structured Elementary Reading Instruction (Text Levels - Bilingual Program Audits - 4 Sectors)	No Rating	33					63	72	-9	89	78	-9	44	57	-13	28	42	-14	68	75	-10	First TAKS Yr @ Phase n & 1st	
	2002	29,697		Acceptable	33	5	12	14	2	68	91	-5	89	89	0	69	93	-4				78	84	-6		
	2001	28,857		Acceptable	31	8	12	13	0	83	89	-6	85	83	-2	85	90	-5				68	77	-11		
	2000	27,329		Acceptable	31	3	12	15	1	80	87	-7	91	83	-8	81	87	-6				53	72	-19	TAKS w/ 3 yr Exemption on ELLs and most SE Students Exempt until 2001 SDAA	
	1999	25,476		Acceptable	27	4	13	10	0	81	87	-6	82	88	-6	82	86	-4				57	70	-13		
	1998	23,517		Acceptable	30	3	9	18	0	80	87	-7	79	87	-8	79	84	-5				54	70	-16		
	1997	21,120		Acceptable	28	0	7	21	0	78	84	-6	74	85	-11	74	80	-6				52	67	-15		
	1996	20,000		Acceptable	24	0	0	23	1	71	80	-9	84	83	-1	64	74	-10				57	70	-13		
	Average	28,401				30					77	84	-7	79	88	-7	73	80	-7	56	69	-13	62	74	-12	More Exemptions

Data Sources: Enrollment from USD Archives (2002 is an estimate), AELS and Tyler Ratings and Passing Standards from TEA AELS, PIF, TAPR, TEA Graduation Tables and 2019 Academic Accountability Reports & On Data Point for 19/20

State Population	5,416,400	UISD	POP	43,278
ECD %	80.6		ECD %	75.4
EL %	19.5		EL %	34.5

ECD = Economically Disadvantaged & EL = English Learner (Source: TAPR 2019)

Instructional Accountability
Updated 07-13-2020
Added 2019 UHS Appeal



Asynchronous Instructional Plan (AIP) Overview

United ISD's AIP will allow parents and students the choice to attend on-campus remote sessions (as soon as this option is allowed), remote synchronous or asynchronous learning sessions throughout the 2020-21 school year. UISD's AIP will incorporate daily remote synchronous sessions allowing students to learn from their teachers throughout the instructional day. Asynchronous learning sessions will either provide pre-recorded lessons for students to access as they are completing TEKS based lessons or provide for teacher and student interactions to support differentiated instruction and learning. At the high school level, eligible students will participate in Odysseyware online learning for credit recovery/acquisition.

UISD's most recent survey (from 7/16 to 8/06); the data collected consistently shows that 86% of students are being designated for remote instruction by their parents. Current transition plans will work on bringing students for on campus remote instruction based on the 14% designated as such. Teachers will verify current instructional requests one week prior to the first day of school on August 24, 2020.

United ISD's technology plan will provide students with the required equipment and internet access to be able to join in remotely on a daily basis, as soon as all equipment is received and/or distributed. Based on survey results, 41% of students require a device and 7% require connectivity.

Schedules have been crafted to allow teachers to use UISD's scope and sequence for the delivery of rigorous instructional activities from UISD's TEKS based curriculum. Schedules also allow teachers to transition to on campus learning as soon as it is safe to do so and incorporate the current bandwidth availability at each campus.

The policies and regulations for grading, earning credits and meeting promotion criteria for the 20-21 school year are the same as before the Governor's mandate to close schools in March 2020.

The beginning of year professional development plan will provide all teachers with the knowledge required to use the tools for remote learning effectively and efficiently. Based on TEA's recent launch (July 28, 2020) of the free Learning Management System, Schoology, a professional development plan will be created, shared with campus principals and implemented for all teachers to learn about and use the new LMS. Since our current LMS is Google Classroom, the transition to Schoology is expected to be a smooth one. Multiple training opportunities will be made available to all UISD instructional staff. UISD has decided to invest in the customized PD plan Schoology is offering to ensure teachers get the information they need to transition to Schoology effectively.

United ISD has included teacher, campus administrator and C&I attestations to ensure complete understanding and the implementation requirements for the 20-21 Asynchronous Instructional Plan.



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

The following overview provides a summary of the AIP

Elementary	Middle School	High School
<p>Student Schedule: Engagement / Interactions</p> <p>Daily interactions expected based on grade-level schedule.</p>	<p>Student Schedule: Engagement / Interactions</p> <p>Daily interactions expected based on student schedule with differentiation during asynchronous timeframe.</p>	<p>Student Schedule: Engagement / Interactions</p> <p>Daily interactions expected either based on student schedule or student remote access to pre-recorded lessons or online curriculum.</p>
<p>Student Schedule: Direct Teach/Live Instruction</p> <p>Monday – Friday based on Grade-Level Schedule</p>	<p>Student Schedule: Direct Teach/Live Instruction</p> <p>Monday – Friday all teachers for the first 35 minutes of each class based on schedule. For on-campus, core will take first 35 minutes and non-core last 35 minutes due to bandwidth limitations.</p>	<p>Student Schedule: Direct Teach/Live Instruction</p> <p>Monday – Friday all teachers for the first 40 minutes of each class based on schedule. For on-campus, adjustments to live instruction will be made due to bandwidth limitations, core will take precedence.</p>
<p>Materials: Devices/Connectivity</p> <p>August 13th – 14th Campuses will distribute mobile learning devices and MiFi equipment</p>	<p>Materials: Devices/Connectivity</p> <p>August 6th – 11th Campuses will distribute mobile learning devices and MiFi equipment</p>	<p>Materials: Devices/Connectivity</p> <p>August 5th – 7th Campuses will distribute mobile learning devices to and MiFi equipment</p>
<p>Materials: Access to UISD Curriculum & Scope & Sequence</p> <p>Digital daily lessons will be based on United ISD's Curriculum and Scope and Sequence for each grade-level and content area. Clever single sign-on will be used to house instructional programs and electronic textbooks until Schoology transition is complete.</p>	<p>Materials: Access to UISD Curriculum & Scope & Sequence</p> <p>Digital daily lessons will be based on United ISD's Curriculum and Scope and Sequence for each grade-level and content area. Curriculum for electives will be TEKS based and Clever will be used to house instructional programs and electronic textbooks until Schoology transition is complete</p>	<p>Materials: Access to UISD Curriculum & Scope & Sequence</p> <p>Digital daily lessons for core content will be based on UISD's S&S or online curriculum. Dual credit courses will follow IHE's requirements and electives will be TEKS based. Electronic textbooks and programs will be made available to all students through current LMS until Schoology transition is complete.</p>
<p>Student Progress: Attendance Procedures</p> <p>Attendance will be taken daily by 10:00 AM with an update by 2:00 PM. Asynchronous attendance will run daily to the end of the workday and the recapture will take place the day after for the previous day's engagement up to 11:59 PM. UISD will adopt Schoology to verify student engagement and monitor individual student academic progress.</p>		
<p>Implementation: Administrator Walkthroughs</p> <p>A minimum of daily walkthroughs will be set for each administrator to ensure all teachers implement the AIP as submitted and approved by TEA. Every Teacher and Administrator will be required to complete and sign the attestations included in the AIP.</p>		



Part II: AIP - Open Ended Responses

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.

<input type="checkbox"/> PK 3	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> PK 4	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12

AIP - Key Requirement Instructional Schedule

- Describe the structure of your synchronous schedule highlighting any differences by grade level and/or content area.

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>All grade-bands (PK - 5th; 6th - 8th; 9th; & 10th - 12th) will require daily student interaction via synchronous instruction. Students at the elementary level will participate in synchronous instruction from 100 to 185 minutes on a daily basis and also 80 to 200 minutes of asynchronous instruction (see schedule).</p> <p>Students at the middle school will participate in synchronous instruction for the first 35 minutes of each of the 7 instructional periods and dedicate the remaining time to asynchronous learning unless they need additional support and remain logged-in for the full period of 55 minutes per class.</p> <p>High school students will be able to engage in synchronous instruction for the first 40 minutes of each of the 5 instructional blocks and dedicate the remaining 40 minutes to asynchronous learning unless they require additional support from teachers in which case they can remain logged-in to synchronous learning.</p> <p>Students in specialized units will participate in daily synchronous and asynchronous instruction as per individual IEPs.</p>



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Instructional schedules for all grade bands are set at the full instructional day with intervals of synchronous and asynchronous learning. Every teacher will be trained on the implementation of United ISD's AIP and will sign an instructional attestation ensuring participation in a full day of academic content for all students on a daily basis. Campus administrators will also be trained on the AIP and will sign an administrative instructional attestation ensuring the monitoring of the AIP implementation by all teachers at each campus by completing daily virtual walkthroughs throughout the instructional day.</p> <p>C&I Administrators will also participate in virtual walkthroughs and will also sign an attestation ensuring all students are afforded a full day of academic content on a daily basis.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>All United ISD teachers are expected to interact with students via a synchronous platform for specific periods of time throughout the student's instructional day. The expectation must be completed on a daily basis for all content areas and all student blocks at the secondary level. Teachers and trained staff will reach out to students who were not able to engage in synchronous learning to ensure the asynchronous learning hub was accessed and to check for academic progress in the content areas missed for synchronous learning.</p> <p>Campus and district administrators will attest to monitoring synchronous learning on a daily basis. Teachers will attest to providing daily synchronous instruction based on grade-level student schedules. Campus teams will provide teachers with information on students accessing the asynchronous learning hub. Assignments and assessments will be monitored for understanding of material covered.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Schedules allow for daily asynchronous learning time that will allow teachers to interact with students based on their instructional needs. Teachers will identify students in specialized programs using the digital rosters created by C&I to determine small groups or individualized learning (IEP and Accommodations). PK - 2nd grade teachers will use the Literacy and Academic Profiles (LAP Forms, sample provided) to build reading groups and collaborate with Reading Intervention teachers. Teachers will review all English Learner Plans for Success (sample provided) to ensure language needs are met.</p> <p>Reading Intervention, Special Education, and Dyslexia teachers will provide small group or individual instruction based on student grouping, IEP or Section 504 Service Plan during designated asynchronous learning to support synchronous instruction.</p> <p>Language Acquisition Aides will target ELs in 2nd grade as they transition to English for small group support using the Lexia Program during the Asynchronous ELAR instructional time frame on a daily basis.</p>



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

Elementary Level: 29 Campuses with PK4 (Headstart, Half-Day and Full Day) through 5th grade
Campus Bandwidth Capacity: Approximately 50%

Instructional schedules for all elementary campuses are standardized and structured to provide clear and defined times for students' access to academic content and resources. Timeframes also clearly depict when students will interact with teachers as a whole class (on campus remote or synchronous) and when teachers will be available for individual or small group discussions.

All teachers will have opportunities throughout the day to interact with individual students or small groups during the asynchronous timeframe for additional student support. Teachers will have a daily 45 minute block of time for instructional planning as well as a daily 45 minute block of time for working with the team through PLC sessions with a focus on refining remote teaching/learning skills and strategies for teachers.

The student start time is 7:30 AM and the end time is 2:50 PM.

Elementary Student Schedule

Elementary Student Schedule																															
Pre-K (Full-day)	Min	PK (Half-day)	Min	PK (Half-day)	Min	1st Grade	Min	1st Grade	Min	2nd Grade	Min	2nd Grade	Min	3rd Grade	Min	3rd Grade	Min	4th Grade	Min	4th Grade	Min	5th Grade	Min								
PK / Multi/Linear / Co-Teacher / Teacher Planning 7:30-8:15 a.m.	45	PK / Multi/Linear / Co-Teacher / Teacher Planning 7:30-8:15 a.m.	45	PK / Multi/Linear / Co-Teacher / Teacher Planning 7:30-8:15 a.m.	45	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30	Independent Reading 7:30-8:00 a.m.	30						
Circle Time Routine 8:15-8:30 a.m.	15	Circle Time Routine 8:15-8:30 a.m.	15	Circle Time Routine 8:15-8:30 a.m.	15	Social Studies 8:30-9:00 a.m.	30	Math 8:30-9:00 a.m.	30	Science 8:30-9:00 a.m.	30	Math 8:30-9:00 a.m.	30	Science 8:30-9:00 a.m.	30	Math 8:30-9:00 a.m.	30	Science 8:30-9:00 a.m.	30	Math 8:30-9:00 a.m.	30	Science 8:30-9:00 a.m.	30	Math 8:30-9:00 a.m.	30	Science 8:30-9:00 a.m.	30				
ELAR/SS 9:30-10:00 a.m.	30	ELAR/SS 9:30-10:00 a.m.	30	ELAR/SS 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30	Science 9:30-10:00 a.m.	30				
ELAR Independent Practice 10:00-10:30 a.m.	30	ELAR/SS Independent Practice 10:00-10:30 a.m.	30	ELAR/SS Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30	Science Independent Practice 10:00-10:30 a.m.	30		
ELAR/SS 10:30-10:50 a.m.	30	ELAR/SS 10:30-10:50 a.m.	30	ELAR/SS 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30	Science 10:30-10:50 a.m.	30		
ELAR Independent Practice 10:50-11:10 a.m.	30	ELAR/SS Independent Practice 10:50-11:10 a.m.	30	ELAR/SS Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30	Science Independent Practice 10:50-11:10 a.m.	30		
Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30	Break (30 min lunch/15 min hygiene care) 11:30-12:00 p.m.	30		
Science 12:00-12:30 p.m.	30	Science 12:00-12:30 p.m.	30	Math Independent Practice 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30	ELAR/SS 12:00-12:30 p.m.	30		
Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30	Science Independent Practice 12:30-12:45 p.m.	30
Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45	Math 12:45-1:15 p.m.	45		
Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30	Math Independent Practice 1:15-1:30 p.m.	30
SS 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30	Math 1:30-2:00 p.m.	30
PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45	PLC 2:00-2:45 p.m.	45
Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30	Virtual Tutoring 2:45-3:00 p.m.	30



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2nd Grade Sample	
Independent Reading 7:30 to 7:45	The students' day would begin with independent reading for 45 minutes, including assigned reading for Social Studies.
Social Studies 7:45 to 8:15	
PE/ Music/ Library/ Counseling/ Teacher Planning 8:15 to 9:00	PE Coach/Teacher will lead on-campus, synchronous and/or asynchronous lessons for most 2nd grade classes, another class will attend a counseling session and another will attend a library session.
Science 9:00 to 9:30	A science lesson will be held on-campus and/or remote via a synchronous platform for 30 minutes, followed by an asynchronous timeframe for independent practice.
Science Independent Practice 9:30 to 10:00	
ELAR/Social Studies 10:00 to 11:00	An ELAR/SS session will be held on-campus and/or remote via a synchronous platform for 60 minutes, followed by an asynchronous timeframe for independent practice.
ELAR Independent Practice 11:00 to 11:30	
Break (30 Min Lunch/15 Min Transition & 15 Min Hygiene Care 11:30 to 12:30	A one hour break will be provided for lunch, if on campus time for personal hygiene and transition will be provided.
ELAR Independent Practice/ Independent Reading 12:30 to 1:15	Additional asynchronous ELAR independent practice and reading time will be allowed after lunch. ELs log into Lexia for transition support and progress will be monitored by Language Acquisition Aides. SE Resource Teachers provide support to general education instruction during synchronous learning and differentiated support during independent reading.
Math 1:15 to 2:15	Synchronous and/or on-campus math lesson will take place for 60 minutes followed by 35 minutes of asynchronous independent practice.
Math Independent Practice 2:15 to 2:50	
Virtual Tutorials 3:45 to 4:45	Teachers will provide virtual tutorials for specific content areas on a daily basis after reviewing assessment data.



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Teachers will participate in daily PLC meetings to support and plan daily remote/in-class instruction from 3:00 to 3:45.

Middle School: 11 Campuses with 6th - 8th Grades

Campus Bandwidth Capacity: Approximately 50%

Instructional schedules for all middle school campuses are standardized and will follow a seven-period day, meeting the typical 420 daily minute via on-campus or synchronous and asynchronous platforms. Timeframes (see sample schedule) will include when students will interact with teachers as a whole class (on campus remote or synchronous) and when teachers will be available for individual or small group discussions. All teachers will have opportunities throughout the day to interact with individual students or small groups during the asynchronous timeframe for additional student support.

The first 35 minutes of each period will be dedicated to teacher facilitated learning encompassing the Engage, Explain, and Explore portion of the 5-E Model or the focus, modeling and guided practice of the lesson cycle. The remaining 20 minutes will be for small group or individual differentiated support. Students begin each morning with independent reading through D.E.A.R. Time and will also have an opportunity to learn and practice study skills at the end of each instructional day.

Teachers will have their regular planning period of 55 minutes per day for individual/team planning and schedule content professional learning community (PLC) planning on a weekly basis, with a focus on refining remote teaching/learning skills and strategies for teachers.

Student tutorial sessions will run Monday through Thursday from 3:45 to 4:30 based on student need from previous state assessment information and/or current lesson evaluation.



Middle School Student Schedule



Middle School Remote Bell Schedule 2020-2021

6th Grade

*D.E.A.R. TIME	7:55 – 8:15
1st Period	8:15 – 9:10
2 nd Period	9:13 – 10:08
3 rd Period	10:11 – 11:06
LUNCH 11:09 – 11:39	
4 th Period	11:42 – 12:37
5 th Period	12:40 – 1:35
6 th Period	1:38 – 2:33
7 th Period	2:36 – 3:31
Study Period/Class Tutorials	3:31 – 3:45

7th Grade

*D.E.A.R. TIME	7:55 – 8:15
1st Period	8:15 – 9:10
2 nd Period	9:13 – 10:08
3 rd Period	10:11 – 11:06
4 th Period	11:09 – 12:04
LUNCH 12:07 – 12:37	
5 th Period	12:40 – 1:35
6 th Period	1:38 – 2:33
7 th Period	2:36 – 3:31
Study Period/Class Tutorials	3:31 – 3:45

8th Grade

D.E.A.R. TIME	7:55 – 8:15
1st Period	8:15 – 9:10
2 nd Period	9:13 – 10:08
3 rd Period	10:11 – 11:06
4 th Period	11:09 – 12:04
5 th Period	12:07 – 1:02
LUNCH 1:05 – 1:35	
6 th Period	1:38 – 2:33
7 th Period	2:36 – 3:31
Study Period/Class Tutorials	3:31 – 3:45

Teachers Daily Work Day 7:45-4:00
Extended Day Tutorials 3:45 -4:30

*D.E.A.R Time:
Drop Everything and Read
Eat Breakfast before 8:15



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7th Grade Sample		
D.E.A.R. Time	7:55 - 8:15	Daily Independent Reading (Drop Everything and Read) or on-campus breakfast in the classroom once face to face begins
1st Period Math	8:15 - 8:50 8:50 - 9:10	Teacher facilitated synchronous learning Asynchronous independent practice or small group/individual interactions with teachers.
Transition	9:10 - 9:13	Transition time for next period
2nd Period Science	9:13 - 9:48 9:48 - 10:08	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support
Transition	10:08 - 10:11	Transition time for next period
3rd Period Social Studies	10:11 - 10:46 10:46 - 11:06	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support
Transition	11:06 - 11:09	Transition time for next period
4th Period Reading	11:09 - 11:44 11:44 - 12:04	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support
Break	12:07 - 12:37	Lunch
5th Period ELAR	12:40 - 1:15 1:15 - 1:35	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support
Transition	1:35 - 1:38	Transition time for next period
6th Period P.E.	1:38 - 2:13 2:13 - 2:33	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support
Transition	2:33 - 2:36	Transition time for next period
7th Period Journalism	2:36 - 3:11 3:11 - 3:31 3:31 - 3:45	Teacher facilitated synchronous learning Asynchronous independent practice or SG/Ind. support Study Skills
Tutorials	3:45 - 4:30	Based on Student Need

Daily Synchronous Instructional Time: 245 Minutes

Daily Asynchronous/Differentiated Instructional Time: 175 Minutes (140 Content + 20 D.E.A.R. Time + 15 minutes Study Skills) = 175 Asynchronous



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High School: 4 Ninth Grade Campuses and 4 10th - 12th Grade Campuses

Campus Bandwidth Capacity: Approximately 50%

Instructional schedules for all 9th grade high school campuses are standardized and will follow a five-block day, meeting the typical 440 daily minute via on-campus remote or synchronous and asynchronous platforms. Timeframes (see sample schedule) will include when students will interact with teachers as a whole class (on campus remote or synchronous) and when teachers will be available for individual or small group discussions. All teachers will have opportunities throughout the day to interact with individual students or small groups during the asynchronous timeframe for additional student support.

At a minimum, the first 40 minutes of each block will be dedicated to teacher facilitated learning encompassing sections of the lesson cycle to include objective focus, the model teach, and the guided practice of the lesson cycle. The remaining 40 to 30 minutes will be for small group or individual differentiated support. Students will begin each morning with independent reading.

Lessons will be aligned to TEKS objectives as outlined in UISD's Scope and Sequence.

Teachers will have their regular planning period of 80 minutes per day with 45 minutes for individual planning and 35 minutes for team planning or scheduled professional learning community (PLC) planning, with a focus on remote learning skills and strategies for teachers.

Student tutorial sessions will run until 5:00 pm based on student need from previous state assessment information and/or current lesson evaluation.



HS Main and 9th Grade Campus Student Schedule



High School On Campus / Remote 2020-2021 Bell Schedule

Teachers begin at 8:15AM

8:30 – 8:45	Independent Reading / Announcements
8:45 – 10:05	1 st Block
10:05 – 10:10	Transition
10:10 – 11:30	2 nd Block
11:30 – 11:35	Transition

LUNCH A	LUNCH B	LUNCH C
11:35 – 12:05 Lunch	11:35 – 12:15 3 rd Block A	11:35 – 12:55 3 rd Block
12:05 – 12:10	12:15 – 12:45 Lunch	12:55 – 1:25 Lunch
Transition	12:45 – 12:50 Transition	
12:10 – 1:25 3 rd Block	12:50 – 1:25 3 rd Block B	

1:25 – 1:30	Transition
1:30 – 2:50	4 th Block
2:50 – 2:55	Transition
2:55 – 4:15	5 th Block

Teachers end at 4:30PM

9th Grade Campus

Teachers begin at 8:00AM

8:15 – 8:30	Independent Reading / Announcements
8:30 – 9:50	1 st Block
9:50 – 9:55	Transition
9:55 – 11:15	2 nd Block
11:15 – 11:20	Transition

LUNCH A	LUNCH B	LUNCH C
11:20 – 11:50 Lunch	11:20 – 12:00 Block A	11:20 – 3 rd Block
11:50 – 11:55	12:00 – 12:30 Lunch	12:40 – 12:45
Transition	12:30 – 12:35 Transition	Transition
1:55 – 1:15 3 rd Block	12:35 – 1:15 Block B	12:45 – 1:15 Lunch

1:15 – 1:20	Transition
1:20 – 2:40	4 th Block
2:40 – 2:45	Transition
2:45 – 4:05	5 th Block

Teachers end at 4:15PM

Tutorials for main campus and 9th grade campus: 4:30-5:30



High School 9th Grade and Main Campus Sample Block Lesson Cycle Instructional Minutes Used for all Content Areas and Blocks			
Time	Campus Type	Activity	Activity Type
8:15 - 8:30 8:30 - 8:45	9th Grade Campus Main Campus (10th - 12th)	15 Minutes Independent Reading	Asynchronous
8:30 - 8:40 8:45 - 8:55	9th Grade Campus Main Campus (10th - 12th)	10 Minutes D.E.A.R Time / Journal	Synchronous
8:40 - 8:45 8:55 - 9:00	9th Grade Campus Main Campus (10th - 12th)	5 Minutes Lesson Objective	Synchronous
8:45 - 9:15 9:00 - 9:30	9th Grade Campus Main Campus (10th - 12th)	30 Minutes Direct Teach	Synchronous
9:15 - 9:20 9:30 - 9:35	9th Grade Campus Main Campus (10th - 12th)	5 Minutes Informal Assessment	Synchronous
9:20 - 9:35 9:35 - 9:50	9th Grade Campus Main Campus (10th - 12th)	15 Minutes Guided Practice or Small Group / Individual Student Support	Synchronous or Asynchronous
9:35 - 9:50 9:50 - 10:05	9th Grade Campus Main Campus (10th - 12th)	15 Minutes Independent Practice or Small Group / Individual Student Support	Asynchronous


Minimum of 40 minutes live (synchronous) daily for each content area and block.



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SE Cherish Center Synchronous and Asynchronous Schedule

Students participating in the Cherish Center (specialized unit and alternative career curriculum).

 2020 -2021 Special Education Remote Synchronous & Asynchronous Instruction			
Special Education Department Cherish Center Daily Schedule			
Time (Flexible)	Remote Learning	Face to Face	Staff Schedule (as per ARD)
8:00 - 8:10 a.m.	Breakfast (Student will have breakfast at home/Get Ready for Remote Learning)	Arrival of Students/ Unload Buses	SE Teacher & Support Staff (TA's)
8:15 - 8:40 a.m.	Daily Living Skills (home brushing teeth, toileting, washing hands, etc.)	Breakfast in the Classroom / Daily Living Skills	SE Teacher & Support Staff
8:45 - 9:25 a.m.	Block One Class (Synchronous E - slides - Google Classroom)	Vocational Class Assigned for Block One	Teacher and TA's/1 Ts should alternate between remote learning and face to face to ensure that all students have access to all staff members Recommended schedule: M/W/F Teacher (Remote) T/Th TA's/1 Ts (Remote)
9:25 - 10:05 a.m.	Individual Student Instruction (Asynchronous - Individual Log ins/Support with TA's/1 Ts) / IEP Activities	Individual Student Instruction/IEP Activities	
10:10 - 10:50 a.m.	Block Two Class (Synchronous E - slides - Google Classroom)	Vocational Class Assigned for Block Two	SE Teacher & Support Staff
10:50 - 11:30 a.m.	Individual Student Instruction (Asynchronous - Individual Log ins/Support with TA's/1 Ts) / IEP Activities	Individual Student Instruction/IEP Activities	SE Teacher & Support Staff
11:35 a.m. - 1:10 p.m.	11:35 - 12:05 Lunch A 12:05 - 12:35 Lunch B 12:35 - 1:05 Lunch C	Students Lunch in the Classroom/Staff on Rotations	Support Staff Rotates
11:35 a.m. - 12:35 p.m.	Daily Living Skills (Same as Above)	Daily Living Skills/CHN Ten News	SE Teacher & Support Staff
12:05 - 12:45 p.m.	Block Three Class Occupational Prep (Synchronous E - slides - Google Classroom)	Occupational Prep Class Assigned for Block Three	Teacher and TA's/1 Ts should alternate between remote learning and face to face to ensure that all students have access to all staff members Recommended schedule: M/W/F Teacher (Remote) T/Th TA's/1 Ts (Remote)
12:45 - 1:10 p.m.	Individual Student Instruction / IEP Activities (Asynchronous - Individual Log ins/Support with TA's/1 Ts)	Individual Student Instruction / IEP Activities	
1:15 - 1:55 p.m.	Block Four Class (Synchronous E - slides - Google Classroom)	Vocational Class Assigned for Block Four	SE Teacher & Support Staff
1:55 - 2:35 p.m.	Individual Student Instruction / IEP Activities (Asynchronous - Individual Log ins/Support with TA's/1 Ts)	Individual Student Instruction / IEP Activities	SE Teacher & Support Staff
2:40 - 3:20 p.m.	Block Five Class (Synchronous E - slides - Google Classroom)	Vocational Class Assigned for Block Five	Teacher and TA's/1 Ts should alternate between remote learning and face to face to ensure that all students have access to all staff members Recommended schedule: M/W/F Teacher (Remote) T/Th TA's/1 Ts (Remote)
3:20 - 4:00 p.m.	Individual Student Instruction / IEP Activities (Asynchronous - Individual Log ins/Support with TA's/1 Ts)	Individual Student Instruction / IEP Activities	SE Teacher & Support Staff
4:00 - 4:05 pm	Questions/Parent Conference Time	Closing Drills / Load Students on Buses	SE Teacher & Support Staff/Job Coaches

Non-negotiables for Remote Synchronous Instruction: Two-way, real-time live, virtual instruction between teacher and students when students are not on campus for **120 minutes**. Required Check-ins: morning meetings and afternoon meetings, include virtual meetings, Edsies, live chat (1:1 or small group support), Video Conferencing, Post assignments daily on Google Classroom, IEP Bin/Activities for ALL students, IEP Progress Monitoring, Report Card Grades.
 A minimum of 120 minutes for synchronous instruction should be considered by the Admission, Review, and Dismissal Committee (ARDC), however, the ARDC will determine appropriate time allotments with an individualized consideration of the student's needs and abilities.

Non-negotiables for Asynchronous Instruction: Pre-recorded video lessons, Curriculum Packets, IEP Bin/Activities for ALL students, videos, interactive programs (i.e., TeachTown), Post assignments daily on Google Classroom, Edsies Interactive Slides.

*Individual teacher schedules will vary based on student's needs and implementation of individual education programs
 *Consider creating smaller assignments with multiple check in points
 *Set clear expectations for students and parents
 *Provide AT, scaffolds and supports (as per ARDAEPs)
 *Related services will be provided face to face for those students on campus and virtually for those who are receiving remote instruction.



AIP - Material Design - Overview

2. Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

The content management system used to house UISD's curriculum and scope & sequence is Google Shared Drive and all teachers have access to content and/or grade level specific instructional resources. C&I curriculum and special program coordinators together with teacher cadres (instructional teams) have been updating UISD's curriculum for the past three years to integrate digital learning for use with the interactive flat panels installed at all campuses. These instructional teams have also been working since March to digitize and update the beginning of year curriculum for remote learning instruction. Together with the Texas Home Learning 3.0 resources available through Schoology, teachers will have access to a plethora of digital instructional resources for their students.

Students will have access to UISD's curriculum through their teachers' use of Google Classroom until the transition to Schoology is complete. Currently, Clever is used as a single sign-on platform for students to access instructional material and programs.

Parents will have access to the curriculum through Google Classroom as they interact with their children's teachers. The Curriculum & Instruction Technology Department together with the Instructional TV Department will generate and post "How-to" videos for students and parents to download, access and interact with Google Classroom tools.

CTE courses with on-campus instruction will be provided to students enrolled in Automotive Technology I, Agricultural Mechanics and Metal Technologies, Agricultural Structures and Design Fabrication, Basic Collision Repair and Refinishing, Collision Repair, Construction Technology I, Robotic I, and HVAC II as recommended by TEA. On campus instruction will be implemented as the district transitions from remote to on-campus instruction.

Science courses with lab requirements have been matched with virtual labs. Teachers may assign a virtual lab and/or an interactive resource in place of a wet laboratory experiment. In addition, teachers will record themselves performing laboratory experiments for students to view and comprehend so they can answer post lab questions. Virtual labs, interactive websites, and videos are found in the scope and sequence. Teachers for other courses such as art, music and physical education that require on-campus support will provide videos, teacher recordings or live demonstrations during synchronous learning schedules for students to gain understanding of the TEKS based material.



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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	PK - 12	<p>UISD Curriculum; State adopted materials & purchased materials. All instructional materials are created or vetted by the instructional teams listed above.</p> <p>All instructional materials have and will be available in digital format.</p> <p>Instructional material for GT students is embedded in the Scope & Sequence for content areas.</p>	<p>EL- Checkpoints & Benchmarks</p> <p>MS & HS - Curriculum Based Assessments & Benchmarks</p> <p>All - TEA Adopted Textbook & Teacher Created Assessments</p>	All material is vetted by instructional coordinators and teacher cadres to ensure TEKS alignment.	<p>Instructional supports are embedded within the curriculum. Teachers will follow individual educational plans for students in special education or served by Section 504.</p> <p>Teachers will have access to online resources to assist in delivering TEKS based instruction that meets IEP and Sec. 504 Support Plans</p>	<p>All ELs in UISD have an EL Plan for Success to provide teachers information on the instructional strategies that help ELs access TEKS and grade-level based curriculum. Bilingual/ESL Coordinators provide language acquisition training and resources for all PK - 12 teachers. Additional programs like Lexia are integrated into the students' schedule.</p>
ELA Instructional Materials						
Science Instructional Materials						
Social Studies Instructional Materials						



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Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	<p>Teacher cadres working together with instructional coordinators have been adapting UISD's Curriculum and Scope & Sequence for synchronous and asynchronous instruction. Curriculum will be available digitally through Google Classroom and will transition to Schoology once the district completes the full transition. All teachers will be trained in using Google Classroom and Google Suite as well as in using Schoology once the transition takes place. Teachers will also be able to access Texas Home Learning 3.0 to use digital content to supplement UISD curricular materials.</p> <p>Teachers will use pre-recorded lessons, videos, screencasts, and/or broadcasts for remote instruction. Students will be guided through each lesson and will have access to resources that provide guidance for lesson understanding and completion.</p>
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	<p>Teachers will have access to EL students Plans for Success. LPAC administrators will download the plans for success to Google Drive and share them with teachers so that they can plan instructional supports that will be available for ELs to comprehend the lessons. Digital resources will be available to help them with L,S,R & W. The Bilingual/ESL Department will compile videos for parents and students on how to use the different EL supports such as Stratiques.</p> <p>The Special Education coordinators and SE teacher cadres put together digital resources for teachers to align and provide synchronous remote instruction. These digital resources will be made available to all unit teachers via the Google Shared Drive. Professional development in the use of the resources will be provided through SE Academies. Resource teachers will continue planning with general education teachers to provide additional student support during asynchronous learning after teaming up for synchronous instructional time.</p> <p>All campus administrators will be trained/re-trained on using instructional supports in order to turn-key training for all teachers at the campus level.</p>



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

Google Shared Drive View - Teacher Resources



DISTRICT: Bilingual / ESL / Dual / Foreign L...
6 groups - 31 people



DISTRICT: Scope & Sequence
6 groups - 319 people



DISTRICT: SPED Resources
4 groups - 396 people

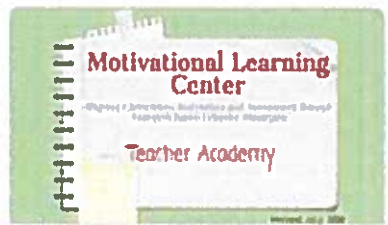
Google Shared Drive View - SE Academies



Teacher Assistants Handb...



20-21 MLC UNIT ACADEM...



20-21 of MLC UNIT ACADE...



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

Scope and Sequence Samples

Social Studies			Scope and Sequence		7 th Grade	
Date	TEKS/CCRS	STAAR Reporting Category	<p>Teacher Notes: Integrate social studies skills and college and career readiness skills on a daily basis within content. Create a word wall to develop weekly vocabulary words using SIOP strategies. (Verbal-Visual Word Association Chart) Use Strategic Vocabulary feature on Team Drive to reinforce academic vocabulary and concepts in the classroom. Click here to view published activities to promote Positive Learning Strategies. Click here to view Social Studies and Civics Activities for 7th Grade.</p> <p>STAAR Reporting Category: Geography</p> <p>Standards: 7.9.A Analyze the effects of physical and human factors on climate, weather, and weather events in Texas.</p> <p>7.9.B Identify ways in which Texas have adapted to and modified the environment and geography.</p> <p>7.9.C Explain ways in which geographic factors such as the Gulf of Mexico, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p> <p>7.21.A Explain the historical, geographic, and climatic aspects of Texas during the 19th, 20th, and 21st centuries.</p> <p>7.21.B Use the tools and concepts of geography appropriate to and appropriate.</p>			
<p>1st SIX WEEKS (August 24-October 2, 2020)</p>						
<p>Work 1</p> <p>REGION, CLIMATE & WEATHER</p> <p>Topics: Texas' Climate, Precipitation, Houghton Regions of Texas</p> <p>Questions: How does physical geography impact climate and weather in Texas? How does Texas climate variation influence climate? How have Texas dealt with drought and water shortages in various regions?</p>	<p>7.9A</p> <p>CCRS 7.12</p> <p>7.9A</p> <p>7.9B</p> <p>7.21A</p> <p>CCRS 7.11</p>	<p>#2 Geography & Culture</p> <p>#2 Geography & Culture</p> <p>#2 Geography & Culture</p> <p>Skill</p>	<p>Description</p> <p>Analyze the effects of physical and human factors such as climate, weather, location, agriculture, transportation and environmental on major events in Texas.</p> <p>Analyze the interaction between human communities and the environment.</p> <p>Identify ways in which Texas have adapted to and modified the environment and geography positive and negative consequences of the modifications.</p> <p>Explain ways in which geographic factors such as the Gulf of Mexico, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p> <p>Explain the historical, geographic, and climatic aspects of Texas during the 19th, 20th, and 21st centuries.</p> <p>Use the tools and concepts of geography appropriate to and appropriate.</p>	<p>Learner-Centered Activities</p> <p>Physical factors such as climate and weather often force people to adapt to the environment.</p> <p>Texas' Climate & Weather HyperDoc</p> <p>"Ask the class the following questions using Smart Lab-Shout It Out and have students post their responses: <i>Can weather be destructive? If so, how? Beneficial? In what ways? How can geography influence climate and weather?</i> Ask students to discuss with a partner (do a Hinged Pair Share/Kagan Structure) and then share responses with the class. Then, divide the class into pairs/groups and ask students the following questions: <i>What are the effects of living close to a river, golf, or mountains? What are some of the effects of living in a dry/wet region?</i>" Show students the Physical Geography Map available on Map Connections on Dashboard: http://media.maps101.com/SI_H3states1213/PhysicalLedD to help them discuss the questions. Next, provide pairs/groups with pictures to analyze the effects of weather on Texas (Download Texas Climate Primary Sources from Team Drive). Students are to use the previous questions and pictures to analyze the positive and negative effects of weather using T-Notes (Mrs. Hines)-you can share the interactive template with students (https://bit.ly/2Zu0R9D). Students must provide specific relevant examples in their analysis. Have students make connections to the big idea.</p> <p>E.E.P.S: 1D, 1E, 3B, 3C, 4E, 5E</p> <p>SI Strategies: L-NSRW: Graphic Organizer, Pair-Share, T-Notes (A)</p> <p>Students will use T-Notes to analyze the effects of geography on Texas climate and weather.</p>	<p>Resources</p> <p>Vocabulary Concept Maps (Work 1)</p> <p>Region, Climate & Weather Mrs. Hines Booklet</p> <p>http://bit.ly/2Zu0R9D (Texas' Climate HyperDoc)</p> <p>http://www.texasclimate.com/</p> <p>https://bit.ly/2Zu0R9D (Physical Geography Map)</p> <p>https://bit.ly/2Zu0R9D (Physical Geography Map)</p> <p>(pp. 24-29)</p> <p>http://www.texasclimate.com/ (Texas' Climate Primary Sources)</p>	<p>Technology Applications</p> <p>SmartLab-Climate & Weather</p>

Revised - July, 2020

8

Sample of digital resources available for teachers

The screenshot shows a Google Drive interface with a search bar at the top. Below the search bar, there is a breadcrumb trail: "DISTR CT Scope S Sequence > > 7th > Resources". A list of folders is visible, including "7th Grade (1st 6 Weeks)", "7th Grade (2nd 6 Weeks)", "7th Grade (3rd 6 Weeks)", "7th Grade (4th 6 Weeks)", "7th Grade (5th 6 Weeks)", "7th Grade (6th 6 Weeks)", and "7th Grade Summer Sbc.". Below the folders, there is a grid of digital resources, including "7th Grade Textbook", "Adventure Tales of America", "41 EF 28 pages", "Biography Cards", "Celebrate Freedom Book", "Critical Facts for STAAR", "ELPS Strategies", "Games Templates", "Google Docs Interactive", "Google Tours", "Hinged Pair Share to SHAR", "Interactive Games, Hinged", "Kagan and Oct Circles", "Land Based Strategies", "Local Texas TEKS Sequences", "PEGS Social Studies", "123rd Grades (A) & (B) & (C)", "123rd Grades Academic", "SmartLab Activities CD", "Smart Notebook interact", "Social Studies Capstones", "Social Studies Activities", "Social Studies Review B", "1st Year Curriculum A/B", "STAP Social Studies", "Staff Development", "Summer Learning Cycle", "Summer Learning Oppor", "TEKS", "Texas Social Studies Data", "Texas Social Studies Data", and "Ancient Activities 1".



AIP - Student Progress

3. Describe how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>All students are expected to engage through synchronous learning on a daily basis and will have multiple opportunities to do so throughout the day. Teachers will be monitoring student engagement during synchronous learning. If students are not able to engage during synchronous learning, they will have opportunities to view pre-recorded lessons and engage in the daily curriculum for all content areas based on their schedule. Each campus will set-up an attendance team to support teachers in communicating with students and parents who have not engaged during the school day. Expectations will be communicated for engagement through the asynchronous platform on a daily basis. Students and parents will also receive continuous information on the requirements for earning grades and high school graduation credits.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>At present, a Google Sheets process will be implemented for teachers to list students that are not engaging via synchronous learning so that the campus designated attendance teams can begin communicating with students and parents throughout the school day. UISD will be transitioning to Schoology as our Learning Management System. As soon as the transition is complete, we will use Schoology to track student engagement within the asynchronous learning platform.</p> <p>At minimum teachers are expected to provide synchronous learning throughout the day and for every content area. Teachers are also expected to make contact with each student not attending synchronous sessions. The campus attendance teams will support teachers in this endeavor. Contact can be via phone calls, Class Dojo, emails, Remind101 and any other application supported by the district.</p> <p>Completion of assignments will also be used to track daily engagement, as well as students completing daily assignments through Odysseyware online learning.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Each grade band schedule allows for synchronous learning throughout the day. All teachers are expected to follow the lesson cycle. The asynchronous learning time will be dedicated to independent work or differentiation for students with different instructional needs. The expectations for daily student engagement mimic on-campus experiences as much as remote learning allows, which is why daily schedules were crafted with the full instructional day in mind.</p> <p>This process will allow for a smoother transition back to on-campus instruction for all students (based on parental request) who wish to return to campus.</p>



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

<p>What is the system for tracking student academic progress?</p>	<p>UISD is fortunate to have invested in building and supporting customized databases that house student information on spiral assessments, curriculum checkpoints, curriculum based assessments, and campus benchmark assessments. Campus administrators have immediate access to campus reports and student progress reports and they will continue to share information with their teachers.</p> <p>Teachers will continue to use DMAC (Data Management for Assessment and Curriculum) to monitor student academic progress using the Item Analysis, Student Quintile, Results by Demographics, TEKS Performance and SE Mastery reports during their designated PLC time. Teachers will continue to use the reflection tools located in the District Assessment Procedures (DAP) to develop action plans and differentiate instruction based on assessment analysis. Teachers will also continue posting grades to Tyler SIS with pertinent messages for students and/or parents to review grades posted to the students' academic achievement record, which parents can receive daily by email through our Tyler Parent Portal system. Teachers are expected to follow the UISD Grading and Reporting Procedures Manual to ensure timely feedback, opportunities for re-doing assignments and providing formal reports to parents.</p> <p>Campus and district administrators will continue to use the UISD Database: State and Local Assessments Database or SLAD to monitor assessment results, student progress towards meeting the accountability STAAR progress measure, and the 90% at approaches, 60% at meets and 30% at masters for all students, Closing the Gaps demographics and continuously or non-continuously enrolled students.</p> <p>Additional academic progress will be measured through the different instructional programs available to students such as MAP Growth, Lexia, Achieve 3000, Study Island, etc...</p> <p>Once the transition to Schoology is complete, teachers, administrators and C&I staff will begin to monitor student academic progress using the different reports available.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>The primary source of feedback for parents regarding student progress will be through the student's teacher(s). Google Classroom and Tyler SIS Parent Portal will provide daily, weekly and periodic information on student progress. Parent instructional videos will be shared via the Parent Tech Learning Hub on how to access weekly summary reports. Teachers will provide daily/weekly feedback on how students are progressing just like when they are receiving in-class traditional instruction. Campus administrators will monitor intermittent feedback for students based on the expectations set through UISD's Grading and Reporting Procedures Manual. Teachers will use Google Classroom, Tyler Parent Portal, phone calls, email, synchronous learning or differentiated instructional time to provide feedback on academic progress to students. Students will continue to chart progress on Digital Reflection and Progress Charts as they normally do during on-campus learning.</p>



AIP - Implementation

4. Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>Beginning of Year professional development sessions will start August 14, 2020 and will include all mandated sessions including a comprehensive review of the Asynchronous Instructional Plan, Attendance Taking Procedures, and our district Scope and Sequence Overview.</p> <p>The Curriculum Instructional Technology Department began hosting virtual training sessions for all campus ITTs, Librarians, Administrators and IT Techs the last week of July 2020. The sessions included training on mobile learning device guidelines & procedures, Tyler SIS for attendance taking and parent portal features, and turn-key training on the 4 Basic Training modules. These trainings are being turn-keyed for all teachers to initiate virtual instruction for their students (GClassroom, GMeet, GSlides, and Smart Learning Suite).</p> <p>In addition, the CIT Dept. will provide 60 Level I and Level II training sessions for teachers to begin on August 04, 2020. Training on the 4 Basic virtual instruction modules, as well as Level II Smart Learning Suite, Annotating on PDF's, Integrating the Document Camera and Synchronous vs. Asynchronous Instruction.</p> <p>Instructional videos for parents and students will also be provided on how to download and access Google Classroom along with virtual training sessions scheduled for August 13 and 14 with another series on August 20 and 21. CIT will host 24 sessions each day.</p> <p>Daily, weekly and intermittent PLCs will take place at each campus providing teachers the opportunities to learn from each other and perfect the craft of delivering effective instructions in a virtual platform.</p> <p>C&I Instructional Coordinators will provide on-going professional development sessions, via the scope and sequence, by teacher and campus request and during designated professional development dates.</p> <p>Once the initial start of school is underway, C&I will provide campus principals with a professional development plan that will assist all teachers in transitioning to Schoology Learning Management System (LMS), adopted on August 05, 2020. C & I will also turnkey train campus leads in using the student engagement and academic progress tools in the LMS to assist them in providing focused and differentiated instruction based on student immediate needs.</p>



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>The professional development sessions will focus on using the tools to enhance the virtual instructional experiences for students. Teachers will learn to adjust and adapt their instructional material to meet the remote synchronous and asynchronous learning by attending these sessions.</p> <p>Once the transition to Schoology is complete, C&I coordinators will provide additional support in evaluating and understanding the student tracking tools, allowing teachers to use the pacing tool to adjust and adapt the instruction for students.</p> <p>Professional development sessions for the 20-21 school year will focus on enhancing the virtual learning experience for teachers in all content areas and for all special programs to mimic on-campus learning experiences. Sessions for teachers and campus administrators will be developed on how to analyze Schoology student data and how to adapt virtual learning experiences that will enable students to enhance and meet their learning potential.</p>
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>The Asynchronous Instructional Plan will be vetted for clear and consistent language that all parents will comprehend. The AIP will be translated in Spanish and both versions will be made available on the district's website.</p> <p>Working collaboratively, the Public Relations, ITV, CIT, C&I and Federal Programs departments will host a plethora of opportunities that will be provided for parents to learn; and, to understand the districts goals, procedures, and expectations of UISD's Asynchronous Instructional Plan.</p> <p>Communication channels such as Facebook Live, English and Spanish local TV stations, talk shows, pre-recorded videos, training sessions, website links to videos and other resources, and public service announcements will be used to provide information to our families and community.</p>



<p>What are the expectations for family engagement/support of students?</p>	<p>Parent survey responses are critical to assist us in determining the selection for on-campus and remote instruction services. Survey results are updated daily to allow us to plan for distributing mobile learning devices, MIFI devices and determine final logistics for MiFi bus placements. As of August 06, 2020, we have matched survey responses for 85% of the 20-21 student enrollment.</p> <p>Digital onboarding has been taking place since the beginning of July 2020, and will continue up to the first day of school.</p> <p>Parent instructional videos on accessing Tyler 360 Parent Portal will be made available on our district website so that they can access student information via any mobile device.</p> <p>The following resources will be provided for parents:</p> <p>Return to School Guide</p> <p>Asynchronous Learning Plan</p> <p>Parent's Guide to Remote Learning This guide will include:</p> <ul style="list-style-type: none">● Building Learning Routines in Your Home● Creating Spaces for Learning in the Home● Online Safety & Monitoring● Remote Learning for Your Elementary Student● Remote Learning for Your Middle School Student● Remote Learning for Your High School Student● Digital Resources <p>Using Schoology to Access and Monitor Learning (forthcoming)</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>In addition to our annual parent conference, instructional coordinators from C&I will provide parent sessions based on parent requests for virtual learning through campus or department requests and/or parent surveys.</p> <p>Resource videos will be continuously uploaded to the newly created Parent Tech Learning Hub:</p> <p>https://www.uisd.net/index.php?pageID=282544_2</p>



Part III: Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following daily minimums across all subjects:
 - Half day PreK - 90 instructional minutes
 - Full day PreK - 180 instructional minutes
 - K through 5th grade - 180 instructional minutes
 - 6th through 12th grade - 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments



- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students **to inform instructional practice** in an asynchronous environment.
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps for necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments.

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY

Cover all grade levels and content areas that are participating in asynchronous learning

Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials

Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system

Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

The Superintendent and the Board attest that this plan is being executed as described, effective no later than the end of the grace period.

The Board pre-approval of the Superintendent's submission of the Asynchronous Plan was held on: _____.



Teacher, Campus Administrator and C&I Attestations



United Independent School District
Teacher Attestation for Asynchronous Instructional Plan During COVID-19

During 2020-2021 school year, I attest that I will provide quality instruction for all students in my class(es) and follow the Asynchronous Instructional Plan (AIP) as approved by the Texas Education Agency (TEA).

I attest that my students will be provided clear expectations for synchronous/asynchronous learning time; and, for support in accessing and participating in the Asynchronous Instructional Plan (AIP).

I attest that my lessons and my delivery of instruction will follow UISD's TEKS aligned Scope & Sequence throughout the remote instructional time, as it would be during traditional on-campus instruction.

I attest that students' Individual Education Plans (IEP's), Section 504 Service Plans, and EL Plans for Success will be followed, regardless of the type of learning environment, so that the students I serve have an equal opportunity to receive Free and Appropriate Public Education (FAPE).

I attest that all my students will receive the necessary designated supports and/or resources to support this method of instruction (when necessary) to the best of my ability.

I attest that my instructional class time will meet the grade band schedules as follows:

Table with 3 columns: Elementary School, Middle School, High School. Each column contains requirements for synchronous instruction and differentiated support.

Furthermore, I attest that I will follow the grading policies as set forth in United ISD's Instructional Grading and Reporting Procedures Manual.

I attest that a professional and appropriate learning environment will be used during any and all virtual instruction and/or remote learning, as well as during all virtual parent conferences, meetings, requests, etc. and during all asynchronous/synchronous instruction.

I attest that I will follow campus and district procedures to determine student engagement and academic progress to adjust the delivery of instruction that meets individual student needs.

I attest that I will follow attendance taking protocols, as set by UISD, and inform my immediate supervisor, campus attendance team, or campus administrator if follow-up attendance gathering is required.

I attest that I will be available for my students and parents during the instructional day (via google classroom, email, class dojo, campus planning period phone calls, etc.) to provide guidance on educational supports during virtual synchronous and/or asynchronous instruction.

I attest that I will be available to district personnel, campus administration, etc. for campus meetings & needs, professional development, and other job duty requirements during the school day.

Lastly, I will maintain FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act), and all other rules and regulations regarding student confidentiality during all virtual parent conferences, meetings, requests, etc. and during all asynchronous/synchronous instruction.

Campus Name _____ Teacher Name _____ ID# _____

Teacher Signature _____ Date _____

I attest that the aforementioned commitments are being met as of the date this attestation is submitted.

Campus Administrator Signature _____ Date _____ Taken from TEA Guidance 7.27.20



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY



United Independent School District
Campus Administration Attestation for Asynchronous Learning during COVID-19

During 2020-2021 school year, I attest that all campus teachers will provide quality instruction for all students in their class(es) and follow the Asynchronous Instructional Plan (AIP) as approved by the Texas Education Agency (TEA).

I attest that all teachers/staff will be provided with clear communications about expectations, and support for accessing and participating in the Asynchronous Instructional Plan (AIP).

I attest that I will monitor teachers to ensure the delivery of each teacher's lessons will follow UISD's scope & sequence which are fully aligned to the TEKS throughout the remote instructional time, as it would be during face-to-face instruction.

I attest that teachers will have access to and follow all students' Individual Education Plans (IEP's), Section 504 Service Plans, and EL Plans for Success, regardless of the type of learning environment, so that the students have an equal opportunity to receive Free and Appropriate Public Education (FAPE).

I attest that all teachers will receive training to provide students with the necessary designated supports and/or resources to support this method of instruction (when necessary).

I attest that each instructional class time will meet the grade band schedules as follows:

Table with 3 columns: Elementary School, Middle School, High School. Each column contains requirements for asynchronous instruction duration and support.

Furthermore, I attest that campus teachers will receive, review and follow the grading policies as set forth in United ISD's Instructional Grading and Reporting Procedures Manual.

I attest that I will monitor, via virtual walkthrough, to ensure that a professional and appropriate learning environment will be used during any and all virtual instruction and/or remote learning during all asynchronous/synchronous instruction.

Additionally, I will conduct daily walkthroughs to monitor the delivery of instruction and that teachers are following the AIP as approved by the Texas Education Agency. I will follow and comply with the UISD Curriculum and Instruction Dept. Walkthrough Plan.

I attest that campus staff will follow campus and district procedures to determine student engagement and academic progress to adjust the delivery of instruction that meets individual student needs.

I attest that my campus will follow attendance taking protocols, as set by UISD; and, I will work with teachers, campus attendance team, or appropriate personnel to follow-up, gather, and record daily attendance.

I attest that all campus teachers will be available for students and parents during the instructional day (via google classroom, email, class dojo, campus planning period phone calls, etc.) to provide guidance on educational supports during virtual synchronous and/or asynchronous instruction.

Lastly, I will maintain FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act) and all other rules and regulations regarding student and staff confidentiality during all virtual parent conferences, meetings, requests, etc. and during all asynchronous/synchronous instruction.

Campus Name _____ Campus Administrator Name _____ ID# _____

Campus Administrator Signature _____ Date _____



ASYNCHRONOUS PLANNING DOCUMENT - FOR SUBMISSION PREPARATION ONLY



United Independent School District
C&I Attestation for Asynchronous Learning during COVID-19

During 2020-2021 school year, I attest that all campus teachers will be provided with support for access to quality instructional materials and resources for all students in their class(es) so they can follow the Asynchronous Instructional Plan (AIP) as approved by the Texas Education Agency (TEA).

I attest that all campus administrators, teachers and staff will be provided with clear communications about expectations, and support for accessing and participating in the Asynchronous Instructional Plan (AIP).

I attest that I will monitor teachers and provide support to ensure the delivery of their lessons will follow UISD's scope & sequence which are fully aligned to the TEKS throughout the remote instructional time, as it would be during face-to-face instruction.

I attest that teachers will have access to and follow all students' Individual Education Plans (IEP's), Section 504 Service Plans, and EL Plans for Success, regardless of the type of learning environment, so that the students have an equal opportunity to receive Free and Appropriate Public Education (FAPE).

I attest that all teachers will receive continuous training opportunities to provide students with the necessary designated supports and/or resources to support this method of instruction (when necessary).

I attest that I will support and safeguard instructional class time to assist teachers in following the grade band schedules as follows:

Table with 3 columns: Elementary School, Middle School, High School. Each column contains requirements for synchronous instruction and differentiated support.

Furthermore, I attest that campus teachers will receive training modules on how to follow the grading policies as set forth in United ISD's Instructional Grading and Reporting Procedures Manual.

I attest that I will monitor, via virtual walkthroughs, to ensure that professional and appropriate learning environments are being used during any and all virtual instruction and/or remote learning during all asynchronous/synchronous instruction.

Additionally, I will conduct walkthroughs to monitor the delivery of instruction and that teachers are following the AIP as approved by the Texas Education Agency. I will follow and comply with the UISD Curriculum and Instruction Dept. Walkthrough Plan.

I attest that I will participate in all required Schoology training sessions to support district procedures for determining student engagement and academic progress to assist teachers in learning the new system to ultimately provide differentiated instruction that meets students' needs.

I attest that I will assist teachers, campus attendance teams, and campus administrators in monitoring and recording daily attendance.

I attest that I will update teachers' resources and tools to help them better communicate with students and parents during the instructional day to provide guidance on educational supports available to them during virtual synchronous and/or asynchronous instruction.

Lastly, I will maintain FERPA (Family Educational Rights and Privacy Act), HIPAA (Health Insurance Portability and Accountability Act) and all other rules and regulations regarding student and staff confidentiality during all virtual parent conferences, meetings, requests, etc. and during all asynchronous/synchronous instruction.

Name Department ID#

Signature Date

Taken from TEA Guidance 8.4.20