



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Approval of United ISD's Asynchronous Instructional Plan

SUBMITTED BY: David Gonzalez, Associate Superintendent

OF: Curriculum and Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: July 21, 2020

Recommendation:

Board of Trustees to approve the submission of United ISD's Asynchronous Instructional Plan or AIP (as outlined) for the 2020-21 school year.

Rationale:

The Asynchronous Instructional Plan will guide all teachers at the different grade levels/content areas in providing consistent quality instruction via face-to-face (when allowed and safe) or remote with teacher support through Google Classroom or pre-recorded lessons.

Budgetary Information:

Current plans for purchasing equipment and creating online infrastructure remain unchanged.

Board Policy Reference and Compliance:



DRAFT

United ISD 20-21 Asynchronous Instructional Plan (AIP)

Curriculum and Instruction

July 13, 2020



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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 and assessment plan. Our AIP goal is to continue providing consistent quality instruction that improves student achievement and academic growth.

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



Asynchronous Instructional Plan Overview

United ISD's AIP will allow parents and students the choice to attend in-class sessions (as soon as this option is allowed), remote synchronous sessions, 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. All asynchronous learning sessions will provide pre-recorded lessons for students to access as they are completing TEKS based lessons.

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 (see 20-21 Technology Plan).

Schedules have been crafted to allow teachers to use UISD's scope and sequence for the delivery of rigorous instructional activities based on our TEKS based curriculum. Schedules also allow teachers to transition to face-to-face in-class learning as soon as it is safe to do so. The schedules are also based on the current bandwidth available at each campus. Schedules include district-wide assessments by content area or grade level to measure student progress in learning the TEKS based curriculum, and to provide teachers with information to gauge their instructional impact as required for Student Growth Measure.

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. Students must also meet the 90% rule for attendance in order to earn credits/grades.

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

Points Category	0 Points	1 Point	2 Points
1.1 Instructional schedule outlines expected time for students to interact with academic content.	- Expectation for daily interaction with academic content is not clear, - Or times for daily interactions are not defined	- Expectations for daily interaction with academic content is clear - And times are defined for student interaction with academic content - But it is not clear how all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday	- Expectation for daily interaction with academic content is clear - And times are defined for student interaction with academic content - And it is clear that all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content everyday
1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support	Instructional schedule does not include expectations and pre-planned times for teacher/student interactions and support	- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule - But expectations and pre-planned times for teacher/student interactions is inadequate (e.g. less than 30 minutes per day) or does not consider differentiation (e.g. is not differentiated for students with additional learning needs)	- Expectations and pre-planned times for teacher/student interactions are clear in instructional schedule - And expectations and pre-planned times for teacher/student interactions are adequate for all students - And expectations and pre-planned times for teacher/student interactions are differentiated for students with additional learning needs

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

Points Category	0 Points	1 Point	2 Points
2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment.	- TEKS-aligned instructional materials and assessments are not named - Or it is unclear how instructional materials and assessment have been designed/adapted for asynchronous instruction	- TEKS-aligned instructional materials and assessments are named - And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction - But there is not a clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments	- TEKS-aligned instructional materials and assessments are named - And there is clear research/evidence-base for how instructional materials and assessment have been designed/adapted for asynchronous instruction - And there is clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments
2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment	It is unclear how instructional materials have been designed to support students with disabilities and ELs	- Instructional materials include resources designed to support students with disabilities and ELs - But it is unclear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials	- Instructional materials include resources designed to support students with disabilities and ELs - And it is clear that there is a plan for all students with disabilities and ELs to receive the needed support through the use of the instructional materials

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

Points Category	0 Points	1 Point	2 Points
3.1 Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment	- Expectations for daily student engagement is not defined - Or there is not a clear system for tracking daily student engagement	- Expectations for daily student engagement is defined - And there is a system for tracking daily student engagement - But expectations for daily student engagement are lower than what would occur in an on-campus environment (e.g. only requirement is for students to log in without anything else)	- Expectations for daily student engagement is defined - And there is a system for tracking daily student engagement - And expectations for daily student engagement are consistent with progress that would occur in an on-campus environment
3.2 There is a system for tracking student academic progress to inform instruction and providing regular feedback to students on their progress	- There is not a clear system for tracking student academic progress - Or there is not a clear system for providing regular feedback to students on progress	- There is a clear system for tracking student academic progress - And there is a clear system for providing feedback to students on progress - But it is not clear that all students will receive regular (at least weekly) feedback on progress	- There is a clear system for tracking student academic progress - And there is a clear system for providing regular (at least weekly) feedback to all students on progress

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

Points Category	0 Points	1 Point	2 Points
4.1 Professional development for educators is planned and specific to supporting asynchronous instruction	- There is no pre-planned calendar for educators with specific supports for implementing asynchronous instruction - Or the professional development calendar does not include both initial and ongoing, job-embedded development opportunities	- There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction - And the professional development calendar includes both initial and ongoing, job-embedded development opportunities - But it is not clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials	- There is a pre-planned calendar for educators with specific supports for implementing asynchronous instruction - And the professional development calendar includes both initial and ongoing, job-embedded development opportunities - And it is clear how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
4.2 There is explicit communication and support for families in order to support asynchronous work at home	- There is not a plan for explicit communication of expectations and support for families specific to asynchronous instruction - Or the plan does not have reasonable expectations for families (e.g. expects families to be primary deliverer of instruction)	- There is a plan for explicit communication for families specific to expectations for asynchronous instruction - And the plan has reasonable expectations for family engagement/support of students - But the plan does not include additional supports, training, and/or resources for families who may need additional support	- There is a plan for explicit communication for families specific to expectations for asynchronous instruction - And the plan has reasonable expectations for family engagement/support of students - And the plan includes additional supports, training, and/or resources for families who may need additional support