

Sent Via
E-Mail

September 22, 2020

UT Tyler University Academy
Jo Simmons, Superintendent
Jaema Krier, District Contact

Thank you for submitting your asynchronous plan for UT Tyler University Academy. We appreciate the time and effort that you and your staff have put into developing a comprehensive plan to provide asynchronous remote instruction to meet the needs of your students and community. Due to the disruption caused by the COVID-19 emergency and the consequent exercise of the waiver authority provided to the Commissioner of Education in Texas Education Code, §48.005(n), a local education agency (LEA) is required to submit an asynchronous learning plan for review and approval to the Texas Education Agency (TEA), in order to earn average daily attendance (ADA) funding.

After review of your LEA's asynchronous plan, TEA has determined that the plan is approved.

Thank you for your continued efforts to plan for the best educational outcomes for all students that your LEA serves.

Sincerely,



Mike Morath
Commissioner of Education

MM/lr

cc: Todd Schneider, Executive Director, Region 7, Education Service Center
Kelvey Oeser, Deputy Commissioner, Educator & System Support, TEA
Tim Regal, Associate Commissioner, Instructional Support, TEA
Lizette Ridgeway, Director of School Improvement, TEA

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 average 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 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

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- 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.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or 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
 - 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.

Open Responses

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

Include sample daily schedules for students by grade band

Kindergarten - Grade 4			Notes
	Time		Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students. Students will attend live sessions for community building, social emotional learning, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.
1	30 min	Student-Classroom Connection (Asynchronous)	
2	60 min	Academic Block 1 (Asynchronous)	

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3	15 min	Break	by our campus instructional resources.
4	60 min	Academic Block 2 (Asynchronous)	Content and instruction is provided by the teachers. Teachers are the point of contact for their prospective subject areas; self contained teachers for all subjects.
5	30 min	Academic Block 3 (Asynchronous)	Office hours will be available for one-on-one conferences during the teacher work day for parent and student assistance. Attendance will be taken daily in Skyward, as determined through engagement.
6	45 min	Lunch	Grading will be the same as on-campus learning and outlined in our UTTUA Student Handbook.
7	30 min	Check-in/1:1 or Small Group Support (Synchronous)	The Learning Management System (LMS) for grades K-4 is Schoology, while K-2 also utilizes Seesaw.
8	60 min	Art and PE (Asynchronous)	Physical Education, art, physical activities, and resources will be provided.
9	30 min	SEL (Both)	Social Emotional Learning (SEL) will be provided to students through a set curriculum as well as needed by the District LSSP and Counselor. Each class will include a 4E Model: engagement, explanation, elaboration, and evaluation. <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc.. 2. Explanation - direct instruction lesson explaining content 3. Elaboration- extending the lesson with technology, or a written response, etc.. 4. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..

Grades 5-12			Notes
	Time		Students receive 240+ minutes of both synchronous and/or asynchronous instruction each day.
1	50 min	Academic Block 1 (Asynchronous)	Daily schedules are provided to parents and students.

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2	50 min	Academic Block 2 (Asynchronous)	<p>Students will attend live sessions for community building, social emotional learning, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>In grades 5-12, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Office hours will be available for one-on-one conferences and parent and student assistance during the teacher work day.</p> <p>Attendance will be taken daily in Skyward, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our UTTUA Student Handbook.</p> <p>The Learning Management System (LMS) for grades 5- 12 is Schoology.</p> <p>Social Emotional Learning (SEL) will be provided to students through a set curriculum as well as needed by the District LSSP and Counselor.</p> <p>Each class will include a 4E Model: <i>engagement, explanation, elaboration, and evaluation.</i></p> <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc.. 2. Explanation- direct instruction lesson explaining content 3. Elaboration- extending the lesson with technology, or a written response, etc.. 4. Evaluate- exit ticket, short answer response, written assignment or completion of task etc..
3	30 min	Check-in/1:1 or Small Group Support (Synchronous)	
4	50 min	Academic Block 3 (Asynchronous)	
5	30 min	Lunch/Break	
6	50 min	Academic Block 4 (Asynchronous)	
7	50 min	Enrichment Block (Asynchronous)	
8	30 min	SEL (Both)	
9	30 min	Check-in/1:1 or Small Group Support (Synchronous)	
10	50 min	Academic Block 5 (Asynchronous)	
<p>* Appointments can be made by teacher and/or student/parent during teacher office hours to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities</p>			

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and English Learners.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.</p>
<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>Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.</p> <p>UTTUA teachers are deployed to be instructors in both remote and on-campus pathways. In the event that circumstances change in our community, all UTTUA teachers will quickly pivot to remote learning if needed for all students. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at UTTUA are prepared to make this as seamless as possible.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>In order to maintain the movement of students between remote and on-campus learning it is paramount that we maintain fidelity in the classroom; therefore, all teachers will serve as face to face and remote teachers for their assigned students. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.</p> <p>Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher office hours for grades K-4 and throughout the week as needed for grades 5-12.</p>

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<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Additional Support for Students with Learning Needs For students with disabilities, UTTUA will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback. Concrete manipulatives will be provided to students who need them. All IEPs will be maintained and monitored for remote learners.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

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 ELLs?
Math Instructional Materials	3-12	IXL	Yes	Yes	IXL offers personalized skill recommendations based on what each student has been practicing, so they can grow from where they are. It meets every student at their functional level.	The IXL curriculum offers more than 8,000 skills, each one providing an accessible, targeted learning experience for students . Within each skill, questions are adaptive, automatically giving English language learners critical scaffolding they need to build understanding at their own pace.
Math Instructional Materials	K-5	ST MATH	Yes	Yes	Text-to-Speech, Cognitive support	purposeful use of manipulatives, digital platform (interactive game), text-to-speech, conceptual understanding of content

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Math Instructional Materials	3-7	Mentoring Minds	Yes	Yes	Offers a variety of intervention and extension strategies/activities that support the instruction and reinforcement of the unit focus TEKS concepts.	Activities and items are coded to the standards, TEKS Process Standards, Depth of Knowledge, Bloom's Taxonomy (Original and Revised), and English Language Proficiency Standards for each item.
Math Instructional Materials	1-4	Reflex Math	Yes	Yes	Reflex is adaptive and individualized and works for students with different needs, skills and goals. The program has been successful in helping many students with specific learning disabilities such as dyslexia and dyscalculia, as well as students with autism and cognitive disabilities .	purposeful use of manipulatives, digital platform (interactive game), text-to-speech
Math Instructional Materials	K-5	Go Math	Yes	Yes	Text to speech	vocabulary support, various meanings of vocabulary, support of linguistic complexity of language, purposeful use of manipulatives, digital platform
Math Instructional Materials	6-12	My HRW	Yes	Yes	Text to speech	Vocabulary support, various meanings of vocabulary, support of linguistic complexity of language, purposeful use of manipulatives, digital platform

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<p>ELA Instructional Materials</p>	<p>3-5</p>	<p>LexiaCore5</p>	<p>Yes</p>	<p>Yes</p>	<p>Program reads to students as needed, students can work at their own pace/vocabulary development embedded as well as meeting students based on their need/scaffolded support in Spanish</p>	<p>Vocabulary development embedded as well as meeting students based on their need/scaffolded support in Spanish</p>
<p>ELA Instructional Materials</p>	<p>6-8</p>	<p>Lexia Power Up</p>	<p>Yes</p>	<p>Yes</p>	<p>Program reads to students as needed, students can work at their own pace/vocabulary development embedded as well as meeting students based on their need/scaffolded support in Spanish</p>	<p>Program reads to students as needed, students can work at their own pace/vocabulary development embedded as well as meeting students based on their need/scaffolded support in Spanish</p>
<p>ELA Instructional Materials</p>	<p>3-8</p>	<p>Mentoring Minds</p>	<p>Yes</p>	<p>Yes</p>	<p>Offers a variety of intervention and extension strategies/activities that support the instruction and reinforcement of the unit focus TEKS concepts.</p>	<p>Activities and items are coded to the standards, TEKS Process Standards, Depth of Knowledge, Bloom’s Taxonomy (Original and Revised), and English Language Proficiency Standards for each item.</p>
<p>ELA Instructional Materials</p>	<p>3-12</p>	<p>IXL</p>	<p>Yes</p>	<p>Yes</p>	<p>IXL offers personalized skill recommendations based on what each student has been practicing, so they can grow from where they are. It meets every student at their functional level.</p>	<p>The IXL curriculum offers more than 8,000 skills, each one providing an accessible, targeted learning experience for students. Within each skill, questions are adaptive, automatically giving English language learners critical scaffolding they need to build understanding at their own pace.</p>

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ELA Instructional Materials	3-8	Measuring Up	Yes	Yes	Ways to shorten assignments/vocabulary support	vocabulary support
ELA Instructional Materials	K-3	Pebble Go	Yes	Yes	will read to students/built in support for language development	will read to students/built in support for language development
ELA Instructional Materials	K-5	RazKids	Yes	Yes	books on level for students	scaffolded language support lessons for ELL learners
Science Instructional Materials	3-12	Stemscopes	Yes	Yes	Text to speech, video access, leveled reading assignments	ELPS attached to standards and Spanish versions of the content, picture vocabulary, ELPS strategies for teachers
Science Instructional Materials	3-8	IXL	Yes	Yes	IXL offers personalized skill recommendations based on what each student has been practicing, so they can grow from where they are. It meets every student at their functional level.	The IXL curriculum offers more than 8,000 skills, each one providing an accessible, targeted learning experience for students . Within each skill, questions are adaptive, automatically giving English language learners critical scaffolding they need to build understanding at their own pace.

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Science/Math Instructional Materials	3-12	Gizmos	Yes	Yes	Leveled instruction	
Science Instructional Materials	K-5	BrainPop	Yes	Yes	<ul style="list-style-type: none"> • Clear SKIP TO MAIN CONTENT link at the top of each page to provide an easy way to skip the main navigation and go directly to page content (WCAG 2.0 SC 2.4.1) • Alternative text for all descriptive images (WCAG 2.0 SC 1.1.1) • Toggle to turn audio that speaks the button text on and off (WCAG 2.0 SC 1.4.2) • Keyboard navigation so that all pages and features listed below in the Accessible Feature List are navigable without relying on a mouse (WCAG 2.0 SC 2.1.1 and 2.1.2) • Navigation is clear and predictable (WCAG 2.0 SC 2.4 and 3.2) • Text is at an appropriate reading level for our users and site pages include a language tag in the HTML (WCAG 2.0 SC 3.1) • Site map to provide simpler navigation (WCAG 2.0 SC 2.4.5) • To make using the sites easier for someone who is color blind, low vision or has trouble distinguishing between colors the site uses appropriate color contrast, functioning browser 	<p>Transcripts and captions on movies and comics to provide visual and audio alternatives to video and sound (WCAG 2.0 SC 1.2.2 and 1.2.3)</p>

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					<p>zoom, and does not rely on color alone to convey meaning (WCAG 2.0 SC 1.4.1, 1.4.3, 1.4.4)</p> <p>Transcripts and captions on movies and comics to provide visual and audio alternatives to video and sound (WCAG 2.0 SC 1.2.2 and 1.2.3)</p>	
<p>Science Instructional Materials</p>	K-5	PLTW Launch	Yes	Yes	Text to speech, teacher support for students with disabilities when planning lessons	Picture vocabulary, kinesthetic activities
<p>Social Studies Instructional Materials</p>	6-12	Active Classroom	Yes	Yes	Varied by learning style, simulations, varied leveled lessons	Picture vocabulary
<p>Social Studies Instructional Materials</p>	3-8	IXL	Yes	Yes	IXL offers personalized skill recommendations based on what each student has been practicing, so they can grow from where they are. It meets every student at their functional level.	The IXL curriculum offers more than 8,000 skills, each one providing an accessible, targeted learning experience for students . Within each skill, questions are adaptive, automatically giving English language learners critical scaffolding they need to build understanding at their own pace.

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Social Studies Instructional Materials	K-6	Social Studies Weekly	Yes	Yes	Lesson plans include diverse reading, listening and learning strategies to meet the needs of all learners, including English Language Learners and Gifted and Talented students.	Lesson plans include diverse reading, listening and learning strategies to meet the needs of all learners, including English Language Learners and Gifted and Talented students.
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>UTTUA staff will implement the Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, UTTUA will leverage each resource in the following way: Curriculum Resources</p> <p>Daily feedback will be provided through the LMS through student work and assignment completion. Every four weeks progress reports will be provided through Skyward and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.</p> <p>The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The same instructional materials will be provided for virtual and in person learning environments. Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Being a small school, teachers are expected to provide instruction to in-class students and remote learners assigned to them. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.</p> <p>With a smaller number of students in the classroom (due to some students choosing remote learning) this would allow the classroom teacher to use the classroom resources and capture lessons using document cameras and a screencasting program. Students would access content through the LMS and designated district-provided devices.</p> <p>Instructional materials and activities will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines</p>

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	<p>have been followed and met at the home during the home learning process.</p> <p>While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the LMS and audio/video enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.</p> <p>Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Schoology. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Instructional videos will be uploaded into the LMS. Live teacher assistance will take place between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher.</p> <p>Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Skyward promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>For students with disabilities, UTTUA special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.</p>

Key Requirement Student Progress: Describe (or attach a description of) 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>ACTIVE ENGAGEMENT</p> <p>Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled in when one of the following items have been achieved.</p> <ol style="list-style-type: none"> 1. Completion of lessons- activities, assessments, projects 2. Attending synchronous (live lessons), office hours, tutoring, intervention, enrichment 3. Communication with the teacher related to content and feedback.

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<p>What is the system for tracking daily student engagement?</p>	<p>The teacher will input the student’s attendance into Skyward, based on the student’s engagement. In some circumstances the daily attendance recording may be delayed by up to one week to allow teachers time to compile their engagement report. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.</p> <p>Teachers have until 4:00 p.m. on the following Monday to report the prior week’s attendance for asynchronous instruction engagement.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Students will access assignments, including assessments, content software programs, projects, and communication through Schoology, the Learning Management System. For synchronous teaching, the district will use Zoom. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.</p> <p>UTTUA will serve students in daily small group instruction during station rotations and blended learning. Data will determine the level of support and placement in the groupings.</p> <p>Playlists and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.</p>
<p>What is the system for tracking student academic progress?</p>	<p>UTTUA teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, UTTUA will leverage the assessments that are included with THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately- paced to correspond with our scope and sequence.</p> <p>Assessment Framework</p> <ol style="list-style-type: none"> 1. Individual Education Plans (IEPs) will be adhered to in all testing environments. 2. Teachers and school testing coordinators will be trained on how to deliver online assessments. 3. Test security protocols will be put in place in school and remotely. 4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System. 5. All assessments will guide instruction. <p>UTTUA believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.</p> <p>UTTUA will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area. Small group and 1:1 instruction will be encouraged and used on a weekly basis.</p>

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What is the system for providing regular (at least weekly) feedback to all students on progress?	<p>Students will check in on their progress with their teacher at a minimum once a week and in some cases, once a day depending on the needs of the student. Feedback will also be given on assignments daily through Schoology as well as immediately through online programs listed above in the curriculum resources section.</p> <p>Students will also be engaged in on-going goal setting as well as tracking their own progress in the TEKS and their goals. Students will engage weekly in reflecting on their data and goals by individually conferencing with teachers, with parental support at home.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>UTTUA teachers and staff will participate in synchronous as well as face to face training prior to school starting. In addition, UTTUA teachers and staff will engage in ongoing professional learning that is specific to their content area and instructional materials. Teachers are also provided campus Instructional coaches in order to support teachers continuously throughout the year. Support needs will be gathered by teacher surveys, surveys of remote parents and observations from campus instructional coaches. Support will be accessed through virtual trainings for teachers, parents and even students. Support will also be accessed through the Schoology platform for parents as well as the district's Curriculum Resource page that has an embedded PD page.</p> <p>Classroom teachers, students, and parents need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team by combining the expertise of the Director, Instructional Coaches, and Director of Curriculum to support the campus staff and families of remote learners and the students on-campus. Parent support will be provided training on technology integration in the home using Schoology. In addition, social and emotional well-being curriculum will be provided to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.</p>

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<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Topics designed were: Schoology, Personalized Learning, IXL, ST Math, LexiaCore5, Stemscores, Active Learning, Gizmos, SeeSaw.</p> <p>In addition to the training on software programs and the LMS, teachers will receive blended learning training during PLCs on each campus as well as on-going blended learning training from Campus Instructional Coaches.</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>Parent Meeting: When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Consistent communication, daily to multiple times a week, will flow between our staff and parents through Schoology and Skyward, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that UTTUA students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods. In order for students to transition to remote learning, the parent must fill out the remote learning form and agree to the following listed responsibilities. Students are able to transition at any time and since our classroom is set up to have students working in online classrooms regardless of being remote or face to face, the transition should be smooth. Once a student transitions to remote learning, there are set times throughout the year when the student can transfer back to face to face if they choose. The dates are outlined in our district's return to school plan and posted on our website. Students transferring back into the classroom will be placed with the same teacher they have been working with at home. All online tools will be the same as their remote environment.</p> <p>Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.</p> <p>REMOTE INSTRUCTION RESPONSIBILITIES:</p> <p>If you are choosing Remote Instruction, please initial the following guidelines provided by TEA.</p> <p>_____ I am committed to Remote Instruction. I acknowledge that if I do not request a formal</p>

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change to On-Campus Instruction during the timeframes listed on the Transition Calendar, I will automatically continue on the current Remote Instruction plan.

_____ I have access to reliable WiFi and/or the means to provide consistent access to the internet.

_____ My student may be **ineligible** for certain extra-curricular activities (students will need to discuss participation requirements with teachers).

_____ I will ensure my student completes asynchronous activities assigned **each day for each class.**

_____ I will be held accountable for student **attendance daily.** I acknowledge that truancy will be enforced.

_____ I understand that I may check out a device from the campus and that I am solely responsible for any damages as described in the Technology Acceptable Use Policy.

_____ I understand that the expectations for classwork and grading will follow district policy for On-Campus Instruction. Courses taken by students participating in Remote Instruction will be included in calculating GPA and class rank in accordance with local policy.

_____ I understand that some courses may have coursework that can only reasonably be completed in person. Some courses may require a student to obtain equipment from campus in order to complete coursework virtually.

_____ I understand that it is my responsibility to maintain communication with my child's teacher to create a learning partnership.

_____ I understand that conditions surrounding the COVID-19 pandemic are continually evolving and UT Tyler University Academy's Return to School Plan and Learning Plan are subject to change based on federal, state and local guidelines.

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What additional supports, training, and/or resources will be provided for families who may need additional support?

At the beginning of the school year, parents and guardians will be invited to a virtual training to participate in a demonstration over the Parent Portal in *Schoology* (district chosen Learning Management System). Our goal is to provide a bank of training videos for parents to access as needed throughout the school year. Additionally, Campus Directors will schedule monthly virtual meetings to answer questions and provide support. Communication about the monthly meetings will be sent from each Campus Director through Skyward as well as *Schoology*. Each session will be developed in a sequence of topics determined by high-interest and parent suggestions. This information is gathered through remote parent surveys and teacher feedback from parents.

Professional Development Plan

2020-2021

UT Tyler University Academy

July 20-24

- Personalized Learning Training
 - Core Four of Blended Learning
 - Software programs
 - Schoology LMS

August 5

- Asynchronous District Plans

August 10 – 14

- Personalized Learning Training continued
- Health and Safety Trainings
- Attendance Trainings
- Social Emotional Learning Trainings
- LMS trainings
- Curriculum Content Trainings

September 25

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- Personalized Learning Training
- Analysis of BOY and Interim Assessment Data

October 12

- Personalized Learning Training
- Teacher Planning for Dual Learning Environments

January 4

- Personalized Learning Training
- Teacher Planning for Dual Learning Environments

February 15

- Personalized Learning Training
- Teacher Planning for Dual Learning Environments

March 15

- Personalized Learning Training
- Teacher Planning for Dual Learning Environments

**Personalized Training includes Core Four of Blended Learning, best practices in remote learning, asynchronous district plans, support for parents

In addition to full PD days, teachers are also engaged in PLCs every Wednesday afternoon as well as receive 6 half-days used for data disaggregation and planning with content coaches. Teachers also receive daily to weekly coaching for personalized learning, including the software programs, LMS and data driven instruction from Campus Instructional Coaches.