University of Houston Charter School

Asynchronous Plan Open Response

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.

Please check the grade level(s) for which these open response descriptions/attachments apply. *Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.*		
☐ PK3	☒ 3	☐ 8
☐ PK4	☒ 4	☐ 9
☐ K	☒ 5	☐ 10
☒ 1	☐ 6	☐ 11
☒ 2	☐ 7	☐ 12

Sample Daily Schedule for Grades 1 -5

Time	***Student Activity***	***Synchronous/Asynchronous***
30 minutes	School wide morning gathering (5- 10 minutes of the 30 minutes) • Pledges and moment of silence • Daily - Positivity Project weekly topic (first school day of each week) Class Meeting • Community building class activities • Positivity Project daily activity • Daily agenda of instructional expectations	30 minutes Synchronous
90 minutes	ELA • TEAMS meeting mini-lesson (teacher Led)	30 minutes Synchronous

	• Online HMH Into Reading and Reading A-Z assignments	60 minutes Asynchronous
90 minutes	Math • TEAMS meeting mini-lesson (teacher led) • On-line HMH Go Math assignments	30 minutes Synchronous 60 minutes Asynchronous
60 minutes 2 X weekly	Science • TEAMS meeting Mini-lesson (teacher led) • On-line HMH Science Fusion assignments	30 minutes Synchronous 30 minutes Asynchronous
60 minutes 2 X weekly	Social Studies • TEAMS meeting mini-lesson (teacher led) • On-line Studies Weekly assignments	30 minute Synchronous 30 minutes Asynchronous
60 minutes	Fine Arts/PE • On-line activities • Go Noodle • Creative movement videos (provided by UH creative dance students) • Arts and craft activities	Asynchronous

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	UH Charter School is providing instruction in a face-to-face and remote environment. Students are expected to be engage for a total of 330 minutes in the scheduled content. Students are provided a scheduled of class synchronous/asynchronous expectations. These lessons are recorded and are available via STREAM for viewing at any time. Through TEAMS meetings teachers are able to track student participation with daily instructional sessions and with the use of our on-line instructional materials are able to track student time on task and assignment completion. The daily schedule provides required time for students interaction with content: ❑ 30 minute morning gathering/team building ❑ 90 minutes ELA ❑ 90 minutes Math ❑ 60 minutes Science 2X weekly ❑ 60 minutes Social Studies 2 x weekly ❑ 60 minutes Fine Arts/PE

	Teachers provide additional supports through intervention groups daily as needed. ❑ Students are invited to intervention groups through TEAMS meeting links. College tutors also provide supports (math and reading) to identified students. ❑ Supports are provided via TEAMS meeting link and monitored by teachers. Tutors are trained through the UH College of Education. ❑ This program has been in place since the fall of 2019 through an AmeriCorps Grant sponsored by UH College of Education which UH Charter School partners with.
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?	Student asynchronous and on-campus face-to-face schedules are consistent. The asynchronous model provides a minimum of 240 minutes (4 hours) of instruction in the core content areas daily. Remote students participate in 90 minutes of synchronous instruction and 150 minutes of asynchronous instruction daily in the core content area, which is approximately a full day on academic content on campus. This schedule reflects 330 minutes of asynchronous learning. The instruction is asynchronous though students receive daily synchronous instruction.
What are the expectations for teacher/student interactions?	Teachers are expected to engage with student daily through synchronous instruction. Students are expected to engage in scheduled synchronous sessions daily. Teachers send weekly lesson plans to all students and families each Friday. The daily schedule and weekly class expectations are included in the weekly plans. Plans are also posted on the school website. Samples of weekly plans have been included. Students will also engage in scheduled interventions sessions as determined by the teacher.
How will teacher/student interactions be differentiated for students with additional learning needs?	Teacher will provide support to identified students as outlined on IEP or accommodations schedule. The special education teacher will support the general education teacher should students struggle or find challenges with remote learning. The special education teacher has daily inaction with all identified students. Additional supports will be provided through intervention sessions and tutoring supports.

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 ELs?
Math Instructional Materials	1-5	TEKS Resource Go Math/HMH iStation	Teacher Made assessments Schoology Activities HMH Go Math Digital Online Assessments iStation monthly assessment Aimsweb Benchmark Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Go Math/HMH includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by LPAC committee**.**
ELA Instructional Materials	1-5	TEKS Resource Into Reading/HMH iStation Reading A-Z	Teacher Made assessments Schoology Activities HMH Into Reading Digital Online Assessments iStation monthly assessment	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	HMH/Into Reading has embedded EL support instructions and contains numerous nonlinguistic representations as part of the materials. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by LPAC committee

			Aimsweb Benchmarks Assessments			
Science Instructional Materials	1-5	TEKS Resource Science Fusion/HMH Reading A-Z	Teacher Made assessments Schoology Activities HMH Science Fusion Digital Online Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Science Fusion has an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by LPAC committee
Social Studies Instructional Materials	1-5	TEKS Resource Studies Weekly Reading A-Z	Teacher Made Assessments Schoology Activities Studies Weekly Digital Online Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Digital materials come in both English and Spanish. Linguistic accommodations for instruction, and designated supports for assessment, will be determined by LPAC committee

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional materials will be available digitally through the schoology platform. Digital materials be developed as Schoology activities to promote students interaction with materials. Teacher mini lessons will be recorded and uploaded to STREAM for viewing at any time by students and their parents. Student have access to explicit instruction as a review.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Students with special needs (special education, 504, Dyslexia, ELL) will continued to be supported by the general education teacher, ESL teacher, dyslexia teacher and the special education teacher as determined by their educational plan. Instruction is tailored to meet their specific needs. Students will be monitored and supports will be adjusted as needed and as appropriate.

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

Component	Explanation
What is the expectation for daily student engagement?	Students are required to be engaged daily with work and are expected to participate in daily synchronous interactions. Daily engagement by student with teacher – daily instructional presentation Daily engagement in all core content with the LMS or other instructional avenue – completed daily assignments Participation daily is based on answering questions during synchronous instruction, completing daily assignments, completing projects, submitting assignment through schoology, taking pictures and sending to teacher or participation in intervention sessions.

What is the system for tracking daily student engagement?	Tracking to student engagement is based on the following: - Daily progress in the LMS – Schoology - Daily progress based on teacher –student interactions - Completion and submission of assignments Students are expected to meet their class at the designated times daily to participate in the daily mini-lesson and are expected to use the designed time after the mini lesson to complete the daily assignment however students have until 11:59 pm to complete and submit assignments daily. Students are marked present asynchronous by default and teachers update attendance the following day based on student engagement.
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	The expectations for daily student engagement in the asynchronous and face-to-face model mirror each other. Students are expected to participate in the class mini lesson and then work on completing class assignments. Progress is track in the same manner for both environments. Teachers monitor student progress based on attendance, participation, completion of assignments and assessments. Teachers are expected to inform parents when students are not meeting the outlines expectations.
What is the system for tracking student academic progress?	Daily assignments that are graded and placed in the grade book. These assignments can include: - Daily grade for participation- homework, class work (done as a group or with teacher direction in class) (which count for 10 % of total grade) - Daily assignments – formative assessments (should be daily as these drive instruction for student of class), daily work, exit tickets projects (any project must include a grading rubric) (which count for 30 % of the total grade) - Assessments summative assessment – weekly tests, unit tests, extended projects (which count for 60% of the total grade) Parent have access to student's lesson, work and academic progress through the parent portal in Schoology. Parent also have the gradebook parent portal available.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide daily feedback. Daily feedback can be provided through a variety of methods to include; daily lesson feedback, small group instruction, intervention sessions on-on-one/small group, email correspondence, chat room feature in TEAMS and group discussions.

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

UH Charter School has developed a professional development calendar to support effective instruction for all students including our virtual learners.

August 5, 2020 - All personnel (teachers, support staff, administration) – Orientation on use of digital tools to support instruction: TEAMS

- Overview of TEAMS
- Setting up TEAMS classroom
- Assigning lessons, activities and daily assignments

Follow up support is provided through bi-monthly session schedule twice monthly every other Friday at 1: 30 pm via TEAMS meeting

Training is provided by the Center for Information in Technology Education through the College of Education at UH

September 17, 2020 Schoology Training

- Set-up and orientation
- 3 staff members will attend the TOT model
- UH Charter School has contracted with Schoology for 4 additional half days training sessions

August 6 and 7, 2020 – All personnel (teachers, support staff, administration) - Reading – Focus on the First 20 days of Instruction and Instruction in the Virtual environment

- First 20 school day plan (what we need to teach)
- Developed lesson plans for the first 20 days
- How to conduct guided reading groups virtually
- Gap analysis from spring remote learning
- Digital resources in HMH Into Reading

Session were presented by 2 Region 4 Reading Instructional Specialists

Ongoing supports September 2020 – May 2021

This training will continue through the year with 14 days of individual coaching sessions and 11 half-day professional development session of Friday afternoon from 1:30 – 4:00 pm presented by 2 Region 4 Reading Instructional Specialists

Focus of the coaching and PD will be:

- Instructional Planning (focus on closing the gaps)
- Assessments

- Learning intentions and success criteria
- Digital resources in HMH Reading to support instruction

August 12 and 13, 2020 – All personnel (teachers, support staff, administrators) – Math - Reading – Focus on the First 20 days of Instruction and Instruction in the Virtual environment

- First 20 school day plan (what we need to teach)
- Developed lesson plans for the first 20 days
- How to develop work stations in a virtual environment
- Gap analysis from spring remote learning

Session were presented by a Region 4 Mathematics Instructional Specialists

Ongoing supports September 2020 – May 2021

This training will continue through the year with 20 days of individual coaching sessions and 10 half-day professional development session of Friday afternoon from 1:30 – 4:00 pm presented by a Region 4 Mathematics Instructional Specialists

Focus of the coaching and PD will be:

- Instructional Planning (focus on closing the gaps)
- Assessments
- Learning intentions and success criteria
- Digital resources In HMH GO Math to support instruction

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?	The outline above addresses the key topics on the ongoing professional development scheduled to support the instructional staff. Staff is expected to become proficient in the use of the digital resources to support the instructional program, TEAMS, Schoology, instructional resources in Go Math, Science Fusion, Into Reading, Studies Weekly Teachers will be provided with a schedule of the individual instructional coaching sessions and times. The Friday afternoon PD sessions are scheduled and will be posted on the school calendar.

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Through the initial training sessions in August and the ongoing follow up sessions and individual supports teachers will be able to use the LMS to gather data on student engagement with the core content and the student's understanding of the content. The training in the specific content area will provide tools for the teachers to adapt materials, adjust pacing and supports to meet the individual needs of the students.

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	UH Charter school uses the website to post important school information The website will have the class schedules, lesson plans, asynchronous plan and school contact information. The following are others means of communication used by UH Charter School ☐ Weekly Parent Letter – sent via email each Tuesday ☐ Bloomz ☐ Schoology Parent Portal ☐ Ascend Parent Portal (Gradebook) ☐ District wide Zoom Meeting in place of face-to face meeting like Curriculum Night, Authors Night, Math Night, ☐ 9 week parent/teacher conferences ☐ Email ☐ Post/email FAQ after district wide zoom meeting
What are the expectations for family engagement/support of students?	Participate and complete initial parent survey – July 21 (assessment of devices needed)for remote instruction) Participate in textbook and device distribution on August 17 and as needed after Participate in Curriculum Night August 13 – Review of Remote Learning platforms and distribution of students log-ins to platform Review instructional support videos available to support students if they are have difficulty understanding topics Participate in additional surveys sent during the school year Communicate/concerns need to the school

What additional supports, training, and/or resources will be provided for families who may need additional support?	In addition to scheduled parent meeting (zoom) mentioned above UH Charter School will evaluate parents needs based on feedback from parents and data gather from surveys. - School supplies have been provided to students in need - Technology Support – trouble shooting support