

**District Name:**

**County-District Number:**

**Superintendent:**

**Date:**

## **Section 1: Asynchronous Plan Scoring Component Amendments**

**Instructions:** District administrators should review the Asynchronous Plan scoring components below and place a check mark on each area that the district and the Board of Trustees wishes to amend. Once the district has completed this section, the district must complete Section 2 on pages 2 – 5.

### ***Instructional Schedule***

- 1.1: Instructional schedule outlines expected time for students to interact with academic content
- 1.2: Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support

### ***Material Design***

- 2.1: District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment
- 2.2: Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment

### ***Student Progress***

- 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
- 3.2: There is a system for tracking student academic progress to inform instruction and to provide students with regular feedback on their progress

### ***Implementation***

- 4.1: Professional development for educators is planned and specific to supporting asynchronous instruction
- 4.2: There is explicit communication and support for families in order to support asynchronous work at home

## Section 2: Asynchronous Plan Language revisions

**Instructions:** For each scoring component selected in Section 1, please provide the original approved Asynchronous Plan language and how the district has revised that specific language. All changes to each scoring component must be captured within that component's section. The Superintendent and Board of Trustees attest that any revision is in alignment with the descriptions listed in the [Asynchronous Plan rubric](#).

### ***Instructional Schedule***

#### **1.1 Instructional schedule outlines expected time for students to interact with academic content**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language

#### **1.2 Instructional schedule outlines expected time for students to interact with teacher(s) and receive instructional support**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language

***Material Design***

**2.1 District has adopted a full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language

**2.2 Instructional materials include specifically designed resources to support students with disabilities and English Learners in an asynchronous environment**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language

***Student Progress***

**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**

Approved Asynchronous Plan Language

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**3.2 There is a system for tracking student academic progress to inform instruction and to provide students with regular feedback on their progress**

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Revised Asynchronous Plan Language

***Implementation***

**4.1 Professional development for educators is planned and specific to supporting asynchronous instruction**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language

**4.2 There is explicit communication and support for families in order to support asynchronous work at home**

Approved Asynchronous Plan Language

Revised Asynchronous Plan Language