

SYNCHRONOUS PLAN 3RD -8TH GRADE TEXAS SERENITY ACADEMY

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

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- 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.
 - 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

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>The expectations for student interaction that contains academia is the following. Students will begin the day with a STAAR Warm Up either in Math or ELAR based on the previous weeks test scores. The goal for this is to help the students master the TEK(s).</p> <p>Objectives that will be taught for the day in Math, Reading, Science or Social Studies -Teachers will reference the TEK(s) at the beginning, middle and end of each lesson as this is best practices and effective teaching.</p>

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	<p>TEK Mastery – The lesson cycle will be followed diligently in each lesson being taught which will include checking for understanding, active learning and student engagement and student hots. The TEK (s) that have been taught for the week will then be assessed at the end of the week and the data discussed in the upcoming weeks PLC meeting.</p> <p>PE- Each student that is RS will have the code from the PE staff to participate in their classes scheduled PE time</p> <p>Computers – Each student that is RS will have the code to remotely be in computers with their class</p> <p>Small Group(Cooperative Learning) -Students will be in Cooperative Learning Groups for Reading and Math working with their classroom teacher, ESL or Special Education</p> <p>Independent- Students will have time to work on problems after the lesson has been taught and time to complete the assignment and turn it in by the 11:59pm</p> <p>DEAR (Drop Everything and Read) – Students will be read to for thirty minutes or may read independently on their own to improve their reading fluency and comprehension (Teacher may work with students in Cooperative Learning Groups with a rotation)</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>The daily block schedule that has been created affords for all subjects to be taught consistently. Students are to log into class prior to the start of class for the STAAR Warm up which allows for the teacher to interact with the student(s). This time also allows for the Special Education and ESL Staff to interact with their students and also call parents if their child has not logged on by the start of the school day. Each student has been given a droid device that has wi-fi accessibility. The droid device (hot spot) ensures that all students have access to the internet. Teachers have posted their class schedule in the Google Classroom and contacted their parents as well and assisted them with the codes for the classroom. Weekly PLC meetings these discussions will be had regarding the students in attendance on RS.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers will interact with students daily during their STAAR Warm Up and at the official start of the school day. Teachers will hold RS students just as accountable for their learning and not lower the learning expectations. Teachers will have Cooperative Learning groups with their RS students regularly and continue to check for understanding with them during the lesson cycle. Students that are RS will actively participate with the class by answering questions and asking them and the teacher will answer them. RS students will be accessed weekly with their class. Classwork and Homework will be assigned and turned in by 11:59pm daily.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Teachers will interact with students daily during their STAAR Warm Up and at the official start of the school day. Teachers will hold RS students just as accountable for their learning and not lower the learning expectations. Teachers will have Cooperative Learning groups with their RS students regularly and continue to check for understanding with them during the lesson cycle. Students that are RA will actively participate with the class by answering questions and asking them and the teacher will answer them. RS students will be accessed weekly with their class. Classwork and Homework will be assigned and turned in by 11:59pm daily.</p> <p>Test will be shortened for Special Education and ESL students and will be administered by the Special Education and ESL teacher when available. ESL and Special Education students will be afforded additional time on their test as well.</p>

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ESL and Special Education Students will go into the Google Classrooms of their respective ESL and Special Education teacher for Cooperative Learning groups. ESL and Special Education Staff attend weekly PLC meetings and will share in PLC the progress of their students along with the classroom teacher.

Key Requirement Material Design: Describe how your instructional materials support your synchronous 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	6-8	3-5 Pearson - Envision Online Access Portal Middle School Math Course 1, 2 and 3 On Line Access Portal	<p>Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often</p>	Yes	<p>TSA is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special Education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning 9 and may include the ability to read text to students. Additionally, specific online platforms, such as Educational Galaxy, Stora, Waterford, ISTATION , Prodigy provide individualized learning pathways tailored to each student's educational need. We recommend that your students log onto these daily tools daily. Special Education students who receive their instruction in a general education setting with accommodations and in class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.</p>	<p>TSA teachers are committed to providing supplemental support to address English learners' instructional needs as we operate via an asynchronous instructional model. ELL staff offer additional support to students, parents and teachers, and campus leadership to ensure learning continues and is uninterrupted. ESL students also have access to the additional resources Educational Galaxy, Stora, Waterford and ISTATION which provide individualized learning pathways tailored to help them improve their knowledge of the English language.</p> <p>ESL staff created Google Classrooms to assist their students in the learning process. Their students log in before class to be tutored if needed. Students are also able to get help at the end of the day during the independent learning.</p> <p>ESL staff also have access to the regular classroom teachers Google Classroom and</p>

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			<p>following Response to Intervention (RTI) protocols (Jenkins, Hudson, and Johnson, 2007). Texas Serenity Academy uses a Universal Screener for the BOY , MOY and EOY.</p>		<p>TSA makes reasonable efforts to provide the student with the services required by the student's IEP.</p> <p>Special Education Staff have also set up their own Google Classroom and provide tutoring for their students before school. They are also included in the last part of the day where they reach out to their students to assist them with any work they need help on through their Google Classroom. Special Education Staff are also set up as a co-teacher with the regular classroom teacher to be present when the teacher is teaching to assist their students when needed.</p>	<p>are present during the lesson to assist their ESL students when needed.</p>
<p>ELA Instructional Materials</p>	<p>3-5</p> <p>6-8th</p>	<p>Pearson -My View</p> <p>Online Access</p> <p>Prentice and Hall Middle School Reading</p> <p>Online Access</p> <p>Coach 6-8</p>	<p>Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following Response to</p>	<p>Yes</p>	<p>TSA is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special Education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning 9 and may include the ability to read text to students. Additionally, specific online platforms, such as Educational Galaxy, Storia, Waterford, ISTATION provide individualized learning pathways tailored to each student's educational need. We recommend that your students log onto these daily tools daily. Special Education students who receive their instruction in a general education setting with accommodations and in class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.</p> <p>TSA makes reasonable efforts to provide the student with the services required by the student's IEP.</p>	<p>TSA teachers are committed to providing supplemental support to address English learners' instructional needs as we operate via an asynchronous instructional model. ELL staff offer additional support to students, parents and teachers, and campus leadership to ensure learning continues and is uninterrupted. ESL students also have access to the additional resources Educational Galaxy, Storia, Waterford and ISTATION which provide individualized learning pathways tailored to help them improve their knowledge of the English language.</p> <p>ESL staff created Google Classrooms to assist their students in the learning process. Their students log in before class to be tutored if needed. Students are also able to get help at the end of the day during the independent learning.</p> <p>ESL staff also have access to the regular classroom teachers Google Classroom and</p>

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			<p>Intervention (RTI) protocols (Jenkins, Hudson, and Johnson, 2007). Texas Serenity Academy uses a Universal Screener for the BOY , MOY and EOY.</p>		<p>Special Education Staff have also set up their own Google Classroom and provide tutoring for their students before school. They are also included in the last part of the day where they reach out to their students to assist them with any work they need help on through their Google Classroom. Special Education Staff are also set up as a co-teacher with the regular classroom teacher to be present when the teacher is teaching to assist their students when needed.</p>	<p>are present during the lesson to assist their ESL students when needed.</p>
<p>Science Instructional Materials</p>	<p>3-5 - 6-8</p>	<p>Pearson Online Access I Science Mc Graw Hill Online Access</p>	<p>Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following</p>	<p>TSA is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special Education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning 9 and may include the ability to read text to students. Additionally, specific online platforms, such as Educational Galaxy, Storia, Waterford, ISTATION , ALL In Learning provide individualized learning pathways tailored to each student's educational need. We recommend that your students log onto these daily tools daily. Special Education students who receive their instruction in a general education setting with accommodations and in class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.</p> <p>TSA makes reasonable efforts to provide the student with the services required by the student's IEP.</p> <p>Special Education Staff have also set up their own Google Classroom and provide tutoring for their students before school. They are</p>	<p>TSA teachers are committed to providing supplemental support to address English learners' instructional needs as we operate via an asynchronous instructional model. ELL staff offer additional support to students, parents and teachers, and campus leadership to ensure learning continues and is uninterrupted. ESL students also have access to the additional resources Educational Galaxy, Storia, Waterford and ISTATION which provide individualized learning pathways tailored to help them improve their knowledge of the English language.</p> <p>ESL staff created Google Classrooms to assist their students in the learning process. Their students log in before class to be tutored if needed. Students are also able to get help at the end of the day during the independent learning.</p> <p>ESL staff also have access to the regular classroom teachers Google Classroom and are present during the lesson to assist their ESL students when needed.</p>	

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				<p>Response to Intervention (RTI) protocols (Jenkins, Hudson, and Johnson, 2007). Texas Serenity Academy uses a Universal Screener for the BOY , MOY and EOY.</p>	<p>also included in the last part of the day where they reach out to their students to assist them with any work they need help on through their Google Classroom. Special Education Staff are also set up as a co-teacher with the regular classroom teacher to be present when the teacher is teaching to assist their students when needed.</p>	
<p>Social Studies Instructional Materials</p>	<p>3-5 6-8</p>	<p>Pearson Online Access Pearson Online Access</p>		<p>Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring</p>	<p>TSA is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special Education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning 9 and may include the ability to read text to students. Additionally, specific online platforms, such as Educational Galaxy, Storia, Waterford, ISTATION provide individualized learning pathways tailored to each student's educational need. We recommend that your students log onto these daily tools daily. Special Education students who receive their instruction in a general education setting with accommodations and in class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.</p> <p>TSA makes reasonable efforts to provide the student with the services required by the student's IEP.</p> <p>Special Education Staff have also set up their own Google Classroom and provide tutoring for their students before school. They are</p>	<p>TSA teachers are committed to providing supplemental support to address English learners' instructional needs as we operate via an asynchronous instructional model. ELL staff offer additional support to students, parents and teachers, and campus leadership to ensure learning continues and is uninterrupted. ESL students also have access to the additional resources Educational Galaxy, Storia, Waterford and ISTATION which provide individualized learning pathways tailored to help them improve their knowledge of the English language.</p> <p>ESL staff created Google Classrooms to assist their students in the learning process. Their students log in before class to be tutored if needed. Students are also able to get help at the end of the day during the independent learning.</p> <p>ESL staff also have access to the regular classroom teachers Google Classroom and are present during the lesson to assist their ESL students when needed.</p>

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				<p>often following Response to Intervention (RTI) protocols (Jenkins, Hudson, and Johnson, 2007). Texas Serenity Academy uses a Universal Screener for the BOY , MOY and EOY.</p>	<p>also included in the last part of the day where they reach out to their students to assist them with any work they need help on through their Google Classroom. Special Education Staff are also set up as a co-teacher with the regular classroom teacher to be present when the teacher is teaching to assist their students when needed.</p>	
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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 synchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Materials will be adapted by allowing and ensuring that all students have accessed the text book online. Textbooks will be allowed to be picked up as well by parents for students to have hard copies. Text Book material will be converted into Google Classroom. Pearson is compatible to Google Classroom and has formatted the textbooks to be user friendly.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Additional Resources include STAAR Test Maker, All In Learning , and Saxon Phonics and Prodigy and Resolute Learning.</p> <p>ESL Staff and Special Education staff will create cooperative learning groups for their independent time with their students. Tutoring after school as well will be provided.</p>

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

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Component	Explanation
What is the expectation for daily student engagement?	<p>Students will log in for STAAR Warm up and then follow the class schedule to meet the daily expectations of TSA.</p> <p>STAAR Warm Up</p> <p>Objectives (Math, Reading, Science and Social Studies) TEK Mastery (Math, Reading, Science, and Social Studies) PE Computers Small Group (Cooperative Learning) Independent DEAR (Drop Everything and Read)</p> <p>Students will have had the full learning cycle that consisted of Reading, Math, Science or Social Studies PE or Computer introduction to the new TEKS being taught for the week. Active participation in each lesson by answering when being called on or raising their hand to answer and asking questions when they don't understand.</p>
What is the system for tracking daily student engagement?	<p>Google Classroom is utilize to track students being engaged in the learning process daily. Students log into Google Classroom for their STAAR Warm daily and participate during the STAAR Warm Up. Students are engaged in the learning process for Reading, Math, Science, Social Studies, PE and Computer through Google Classroom. Each teacher is able to speak with their students and answer questions and assign class work and homework for their students daily and weekly. Google Classroom allows teachers and students to both see the assignments for the week and which assignments that have been completed. Google Classroom is consistent for the teacher and the student for interactions throughout the course of the day.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<p>Texas Serenity Academy Charter Independent School District has the same expectations of all students. All students will be engaged daily in the lesson via RS for in person and the teacher will not lower the standards or expectations. RS students will participate daily in the lesson cycle and in the cooperative learning groups. RS students will also submit their homework by the allotted time of 11:59 pm daily. Their assignments will be held to the same standards as if they were in person. RS students will be assessed weekly and will monitor and track their weekly progress.</p>
What is the system for tracking student academic progress?	<p>Texas Serenity Academy Charter Independent School District uses DMAC to keep track of their students academic progress. DMAC provides the data to allow the teachers to know which TEK(s) were mastered on the test for the week. The problems that were missed and how many were missed. DMAC allows for the teacher to see the academic growth from the BOY, MOY to the EOY.</p>

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<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Texas Serenity Academy has in place DMAC is one tool used to provide weekly feedback to students on their progress. Students are informed of their weekly quiz or test results and then update them on their student progress chart as well as on the class progress chart. Texas Serenity Academy additional tool is Google Classroom which allows teachers to have students put in their answers and provides immediate feedback. Both DMAC and Google Classroom disegregate the data and allows for the teachers to see which problems or questions the class as a whole may have missed. The data is then analyzed and discussed in weekly PLC meetings to help create and formulate strategies for student improvement and mastery of the TEK(s) that were assessed. All In Learning is also an additional resource available for teachers to use that provides immediate feedback.</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
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Texas Serenity Academy will assist teachers with attending training at Region 4 or 6. Embedded PD in the weekly unit meetings with their Career Teacher Lead or Expert Teacher Lead. Once a month PD on the current updates on RA learning for students will be provided for staff via zoom. The continued weekly PLC meetings twice a week. The PLC meetings with a detailed agenda for items to be discussed. Continuous training on the new smart boards purchased for teachers and All In Learning training with staff learning how students can use an online clicker to answer.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Texas Serenity Academy will continue the weekly PLC meetings with staff. The weekly PLC meetings are twice a week and allow for staff to discuss their weekly test data and the TEK(s) that were mastered and not mastered. The PLC allows for strategies from members of the PLC at that grade level to analyze and discuss the test and look at the questions and problems in detail. The PLC are held twice a week and help to develop content knowledge for the teacher. The TEK(s) being taught for the week and explaining how to introduce the particular TEK(s) to the class and how to follow the lesson cycle in detail. This affords for best practices in being prepared to teach RA for the first day of school.</p>

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

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Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Texas Serenity Academy Charter Independent School District will communicate with parents Open House and Meet the Teacher Night via zoom. School Messenger and teachers calling and informing the parents of the class code and their class schedule. The website sharing with parents the expectations and how it will be done and the expectations. Listing the following expectations to parents.</p> <ul style="list-style-type: none"> Log In Daily Mute Your Microphone Find a Quiet Place to do your work Come Prepared Be on Time Have Fun Dress Appropriately Active Participation
What are the expectations for family engagement/support of students?	<p>Texas Serenity Academy Charter Independent School District expectations of parents for their students to be engaged. Texas Serenity Academy Independent Charter School District expectation of parents to have their student (s) do the following on a daily basis.</p> <ul style="list-style-type: none"> Log In Daily Mute the Microphone Find a Quiet Place to do your work Come Prepared to Learn Daily Be On Time Have Fun Dress Appropriately Active Participation <p>Texas Serenity Academy Charter Independent School District expects parents to contact the teacher weekly to ensure their child is learning effectively. Teachers are expected to reach out weekly and communicate with the parents regarding the progress of their child or children. Texas Serenity Academy Charter Independent School District will make this a team effort to ensure that every child is learning effectively.</p>
What additional supports, training, and/or resources will be provided for families who may need additional support?	<p>Texas Serenity Academy Charter Independent School District Technology Staff will assist parents with setting up their student(s) email address with Google. This will allow the student to have access to their Google Classroom. Each Teacher will provide a brief training on Google Classroom for the parents that will need help and walk them through it step by step. Give them the codes for their class and the PE and Computer class. The technology staff will show them how to use the camera on the hot spot (droid device) the microphone. The teacher will show them how their student submits their work daily into Google Classroom. The technology staff is available throughout the day to assist with any wi -fi problems the hot spot may be having. The hot spot was provided to every family so that all students would have access to the internet.</p>

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