

**CEDARS INTERNATIONAL
ACADEMY**

**SYNCHRONOUS &
ASYNCHRONOUS PLAN**

2020-2021

In Response to COVID-19



Table of Contents

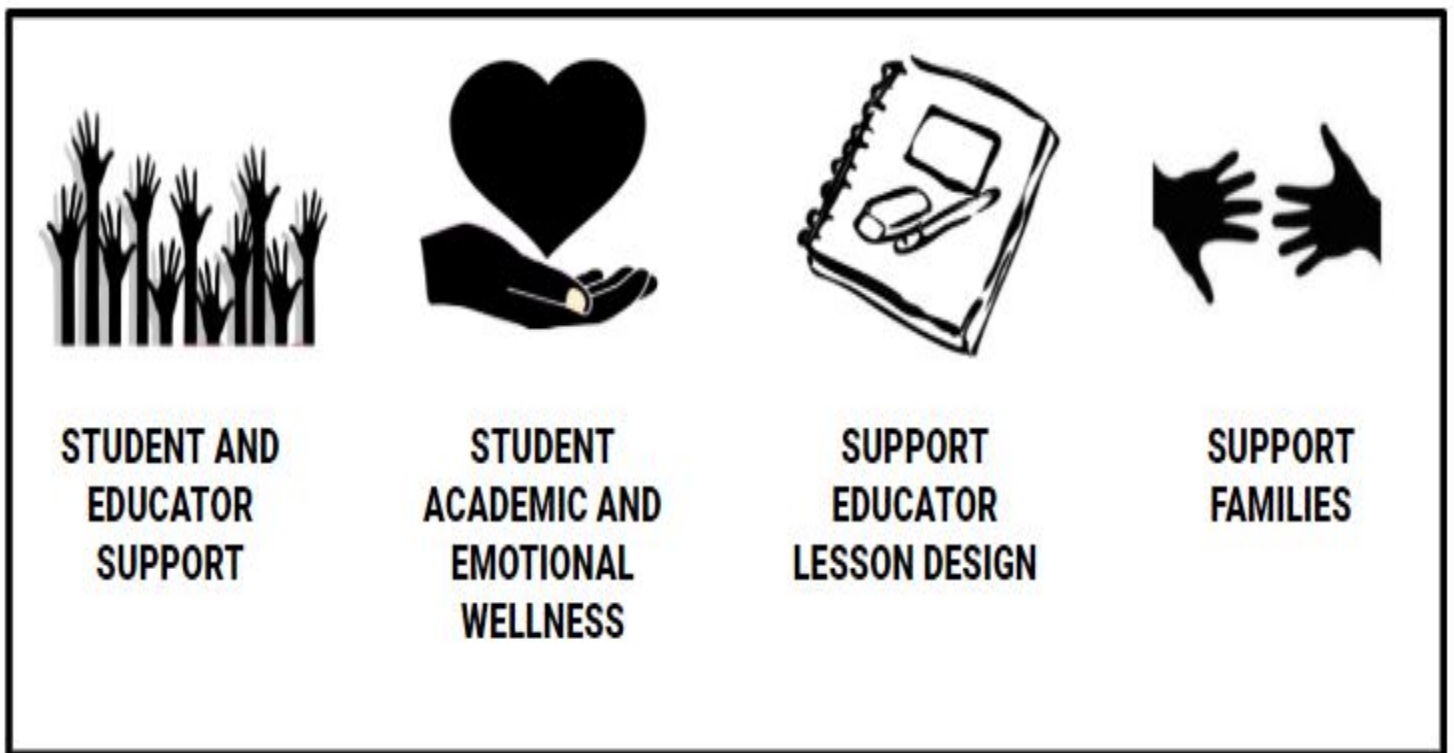
SECTION 1: GUIDING PRINCIPLES & IMPLEMENTATION PLAN.....	3
SECTION II: SCHEDULES & MATERIALS.....	6
SECTION III: STUDENT PROGRESS & INTERVENTIONS.....	17
SECTION IV: ROLES AND RESPONSIBILITIES.....	22

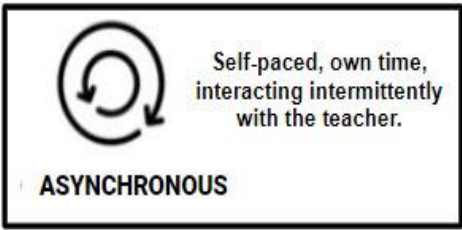
Changes to the public health situation over the course of the school year may necessitate changes to this guidance.

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Cedars International Academy will provide access, resources, and academic learning opportunities for all students in the at-home setting through a synchronous and asynchronous model.

GUIDING PRINCIPLES

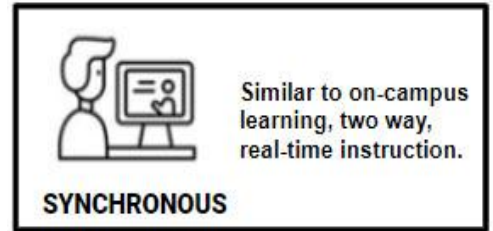
1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, compassion to ensure their success.








Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Learning Management System (LMS) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Cedars will implement the model of Asynchronous and Synchronous Instruction. Our LMS at Cedars is SeeSaw for PK-1, Google Classroom for 2-6, & Echo for 7-12.



PreK - Grade 1	Grades 2 - 6	Grades 7 - 12
		
<p>Cedars International Academy Schools will implement the model of Asynchronous & Synchronous Instruction. Our LMS in Cedars International Academy is SeeSaw for PK-1. Training will be provided to students, parents, and educators.</p>	<p>Cedars International Academy Schools will implement the model of Asynchronous & Synchronous Instruction. Our LMS in Cedars International Academy is Google Classroom for Grades 2-6. Training will be provided to students, parents, and educators.</p>	<p>Cedars International Academy Schools will implement the model of Asynchronous & Synchronous Instruction. Our LMS in Cedars International Academy is Echo for Grades 7-12. Training will be provided to students, parents, and educators.</p>

INSTRUCTIONAL PLAN TIMELINE

TIMING	ACTION	PHASE
August 2020	Share draft of instructional plan with district leadership.	Planning
August 2020	Revise instructional plan according to feedback	Planning
August 2020	Share instructional plan with campus leadership and Special Education Director.	Planning
August 2020	Roll out plan to Teachers + planning day for teachers (half day for students) <ul style="list-style-type: none"> • Share plan overall • Give teachers opportunity to learn and practice technology (Zoom, SeeSaw, Google Classroom, Echo etc.) 	Phase I
August 2020	Roll out plan to students <ul style="list-style-type: none"> • Review remote learning plan, student schedule and how students will be graded • Ensure students know passwords • Get 100% survey responses (if not before) • Have students sign agreements for computers • Discuss plans for computer distribution on August 14 & 17 • Have students log into Learning Management Systems and test submitting assignments (SeeSaw (PK-1, Google Classroom (2-6), & Echo (7-12) 	Phase II
August 2020	Roll out plan to parents <ul style="list-style-type: none"> • Review remote learning plan, student schedule and how students will be graded • Ensure parents know passwords • Get 100% survey responses (if not before) • Have parents sign commitment • Discuss plans for computer distribution on August 14 & 17 • Have parents log into Learning Management Systems and test submitting assignments (SeeSaw (PK-1, Google Classroom (2-6), & Echo (7-12) 	Phase III

SECTION II: SCHEDULES & INSTRUCTIONAL MATERIALS

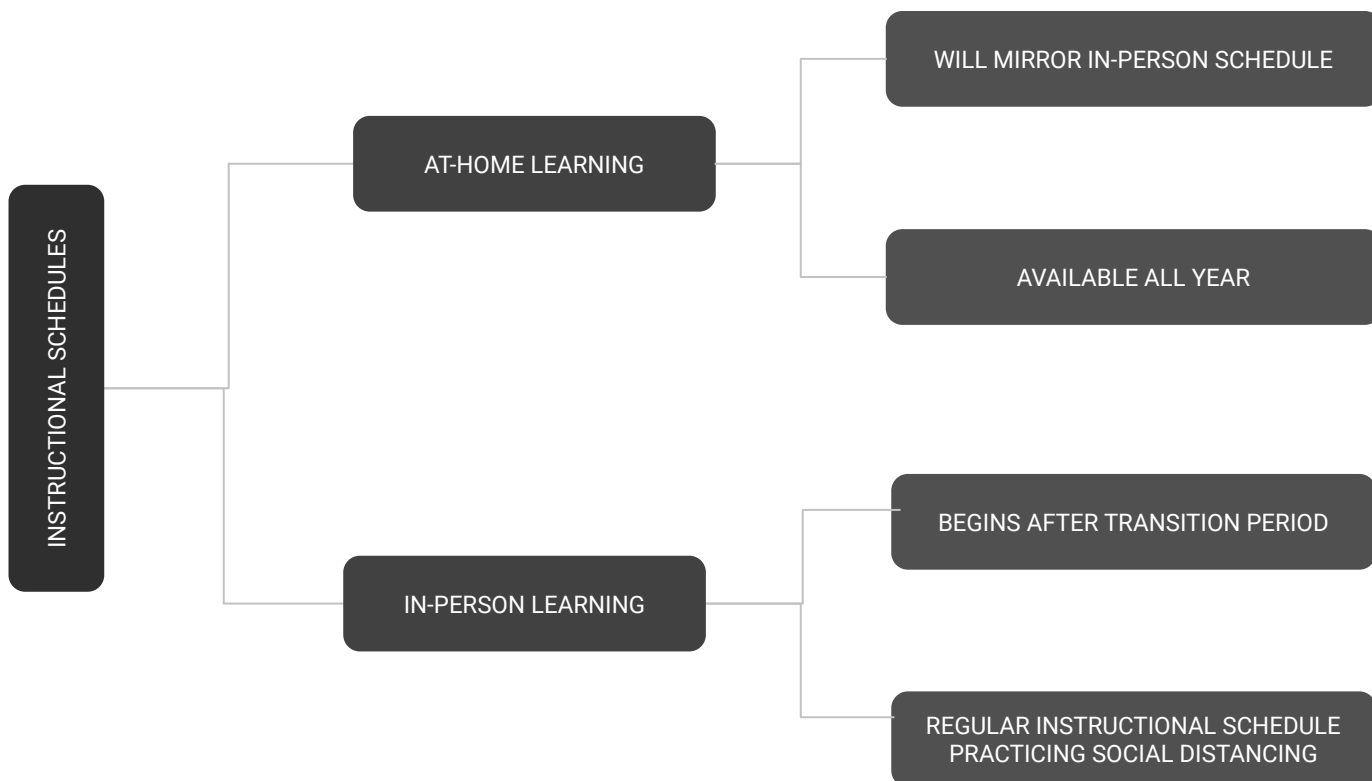


METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using our data from the parent’s decision form, CIA will have campus staff that will teach in-person and virtual after the nine week transition period. In the schedules provided, family input and perspective in their selected pathway was collected through family engagement surveys, emails, and phone conferences. In order to maintain the movement of students between remote and at-home learning it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to at-home or at-home to remote, our goal is to maintain a consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and at-home pathways. Students in at-home 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 at-home 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.



PREKINDERGARTEN STUDENTS

PreKindergarten		Notes
	Time	Students receive 180 minutes of both synchronous and/or asynchronous instruction each day.
	7:30 - 8:30	Teacher Conference
S	8:30 - 9:00	Circle Time Student-Classroom Connection
A	9:00-9:20	Break
A	9:20-10:00	Academic Time (Core Subjects)
A	10:00-10:20	Break
A	10:20-10:45	Creative Time (Arts / Culture)
A	10:45-11:15	Academic Time (Core Subjects)
A	11:15-12:00	Lunch and Outdoor Play
A	12:00-1:30	Rest & Quiet Time
A	1:30-2:00	Academic Time (Core Subjects)
A	2:00-2:20	Creative Time (Arts/ Culture)
S	2:20-3:30	Counselor Lessons & Intervention
Asynchronous (A) Synchronous (S)		
Office Hours: Link to Campus Master Schedule & Teacher Conferences		
STAFF WORK HOURS: Teacher Arrival Time: 7:30 am-4:00 PM Teacher Assistant Arrival Time: 7:30 AM-3:30 PM (M-TH) & 7:30 AM - 1:00 PM (F)		

KINDERGARTEN - GRADE 5

Kindergarten-Grade 5		Notes
	Time	<p>Students receive 180+ minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</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 4-5, 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 during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in JR3, as determined through engagement.</p> <p>Grading will be the same as on-campus learning and outlined in our CIA District Handbook and policy.</p> <p>The Learning Management System (LMS) for grades PK-1 is SeeSaw and Google Classroom for grades 2-6 and Echo for grades 7-12.</p> <p>Physical Education, Spanish, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E Model: engagement, elaboration, and evaluation.</p> <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc.. 2. Elaboration- extending the lesson with technology, or a written response, etc.. 3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc.
	7:30 - 8:30	
1	8:30 - 9:00	
2	8:30-9:30	
3	9:30-9:45	
4	9:45-10:45	
5	10:45-11:45	
6	11:45-12:15	
7	12:15-1:15	
8	1:15-2:15	
9	2:15-2:45	
10	2:45 - 3:45	
<p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Office Hours: Link to Campus Master Schedule & Teacher Conferences</p> <p>STAFF WORK HOURS: Teacher Arrival Time: 7:30 am-4:00 PM Teacher Assistant Arrival Time: 7:30 AM-3:30 PM & 7:30 AM - 1:00 PM (F)</p>		

GRADES 6 - 8

Grades 6-8		Notes
	Time	
1	8:00 - 9:00	Circle Time Student-Classroom Connection & Small Group or 1:1 Support
2	9:00-10:00	Period 2
3	10:00-11:00	Period 3
4	11:00-12:00	Period 4
5	12:00-12:30	Lunch
6	12:30-1:00	Break & Outdoor Activity
7	1:00-2:00	Guidance Counseling
8	2:00-3:00	1:1 or Small Group Support
9	3:00-4:00	Electives & Teacher Conference
<p>Asynchronous</p> <p>The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p> <p>Office Hours: Link to Campus Master Schedule & Course Offerings</p> <p>STAFF WORK HOURS: Teacher Arrival Time: 7:30 am-4:00 PM Teacher Assistant Arrival Time: 7:30 AM-3:30 PM & 7:30 AM - 1:00 PM (F)</p>		<p>Students receive 240+ minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</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 6-8, 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 during the day and before and after school for parent and student assistance.</p> <p>Attendance will be taken daily in JR3 and Echo, as determined through engagement. Grading will be the same as on-campus learning and outlined in our CIA District Handbook and policy.</p> <p>The Learning Management System (LMS) for grades PK-1 is SeeSaw and Google Classroom for grades 2-6 and Echo for grades 7-12.</p> <p>Physical Education, Spanish, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E Model: engagement, elaboration, and evaluation.</p> <ol style="list-style-type: none"> 1. Engagement- bell ringer, video, etc.. 2. Elaboration- extending the lesson with technology, or a written response, etc.. 3. Evaluate- exit ticket, short answer response, written assignment or completion of task etc.

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous and synchronous 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 live lessons and 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.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings.

Additional Support for Students with Learning Needs

For students with disabilities, CIA will work with students and families to minimize barriers the student may experience in at-home learning. 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.

II. MATERIAL DESIGN

Description: CIA staff will implement TEKS Resource System, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials locally adopted by the district will be used. We will continue to engage in project-based learning virtually. 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, CIA will leverage each resource in the following way:



NewTech Network



Resources	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in-person and at-home learning. CIA will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.
TEKS Resource System	CIA will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit. CIA will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content. CIA will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL.
Other TEKS-based, state-adopted instructional materials	CIA will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0. In addition, CIA will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.
New Tech Network & Advanced Reasoning in Education	CIA will continue to partner with New Tech Network and Advanced Reasoning in Education to provide engaging, rigorous, authentic, and relevant projects.

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Every four week progress reports will be provided through JR3 or Edlio Engage 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. Student contact logs will be provided to all teachers to document weekly contact.

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 virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in SeeSaw, Google classroom, and/or Echo with adaptations as needed for individual students. The CIA Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to at-home learning **after the nine week transition period**, we have two options of deliverables. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- ❖ **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources. Students would access content through the LMS and designated district-provided devices.
- ❖ **Option 2:** Larger number of students would require restructuring of our campus to provide a safe learning environment.

Additional Consideration

- ❖ **Option 3:** Students in at-home learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from the at-home learning setting, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the at-home learning process.

LESSON PREPARATIONS

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 at-home learning settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Echo (grades 7-12), Google Classroom (grades 2-6), SeeSaw (PK-1), or the Texas Home Learning 3.0 LMS 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.

Pre-recorded instructional videos will be uploaded into the LMS. Live teacher lessons and assistance will take place through Zoom between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into JR3 and Echo 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.

Students with Disabilities

For students with disabilities, CIA special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in an at-home learning 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.

Instructional Materials / Assessment	Grade Level (s)	TEKS Aligned	What resources are included to support students with disabilities	What resources are included to support ELs?	Print or Online Instruction or Data Tool
---	------------------------	---------------------	--	--	---

MATH INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson	The product includes built in support for	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tools hels teaches identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs	N/A (teacher planning tool only)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as a universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Freckle	K-8, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	This tool helps teachers identify gaps and adjust based on student needs	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (Teacher planning tool only)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
Freckle	K-8 Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and spanish	Diagnostic, Analytics Online, Data Tool

Instructional Materials / Assessment	Grade Level (s)	TEKS Aligned	What resources are included to support students with disabilities	What resources are included to support ELs?	Print or Online Instruction or Data Tool
---	------------------------	---------------------	--	--	---

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson	The product includes built in support for	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs	N/A (teacher planning tool only)
Freckle	K-8, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

SCIENCE INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	K-5	Yes	The product includes built-in supports for students with disabilities in each lesson.	This tool helps teachers identify gaps and adjust based on student needs	Print and Online, Instructional Tool
TEKS Resource System: Gap Implementation Tool	6-12	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (Teacher planning tool only)
Freckle	K-8	Yes	Progress monitoring for IEP attainment	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool

SECTION III: STUDENT PROGRESS & INTERVENTIONS







III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan.

This gap plan is outlined in 4 main areas below:

Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

			
<p align="center">DATA COLLECTION</p>	<p align="center">LESSON DESIGN</p>	<p align="center">INTERVENTIONS AND ENRICHMENT</p>	<p align="center">SUPPORT FOR STUDENTS, TEACHERS, FAMILIES</p>
<p>Create and administer standards-aligned assessments</p> <ul style="list-style-type: none"> → Quick checks → Bell-ringers → Exit tickets → Formative → Progress Monitoring <p>Renaissance, TEA, LMS, Freckle, DMAC</p>	<p>High-quality lessons that are focused on individual student needs and on the mastery of standards.</p> <p align="center">TEKS Resource System, Renaissance, PLC practices, Scope and Sequence, & PBL</p>	<p>What I Need (Jag WIN Time); placement in groups by data driven decisions; Study plans</p> <p align="center">Assessment Calendars, PLC practices</p>	<p>On-site or virtual learning, social emotional learning by the counselors, technology integration support and training</p> <p align="center">Technology Training, Trauma-Sensitive Training, Research Best Practices, and PLC</p>

Student Access

Students will access assignments, including assessments, projects, and communication through the Learning Management System. SeeSaw is the selected LMS for grades PK-1, Google Classroom is the LMS for grades 2-6, and Echo is the LMS for grades 7-12.

For synchronous teaching, the district will use Zoom. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. 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.

DATA COLLECTION

Cedars International Academy 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, CIA 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.

Resources: Texas Home Learning, Renaissance, Texas Education Agency assessments, LMS assessments, Freckle, DMAC

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

- 1) Completion of lessons- activities, assessments, and projects on a daily basis
- 2) Attending synchronous (live lessons) for classes, tutoring and intervention (Jag WIN Time), enrichment
- 3) Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into JR3, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

- 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 at-home learning.
- 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.

LESSON DESIGN

Cedars International Academy 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.

CIA 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.

Resources: Texas Home Learning 3.0, TEKS Resource System, Renaissance Learning, PLC common planning, and Scope & Sequence

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Cedars International Academy will serve students in daily small group instruction during Jags WIN Time (RTI) to provide students with "What I Need." Data will determine the level of support and placement in the groupings.

Study plans 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.

Resources: Assessment Calendars, PLC common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need ongoing supports during this time. Campuses will create a On-Site or Virtual Professional Learning team by combining the expertise of the principal, assistant principal, experienced teachers, task force leaders, district professional development leaders, instructional coaches, and New Tech Network coaches to support the campus staff and families of at-home learners and the students on-campus. Parents will be provided training on technology integration in the home using Echo, Google Classroom, and SeeSaw. In addition, social and emotional well-being will be provided by the campus counselor 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 at-home) with a forum for sharing best practices and support for their peers and students. 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.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLCs)

SECTION IV: IMPLEMENTATION PLAN FOR PARENTS, STUDENTS, TEACHERS, & ADMINISTRATORS



IV. IMPLEMENTATION

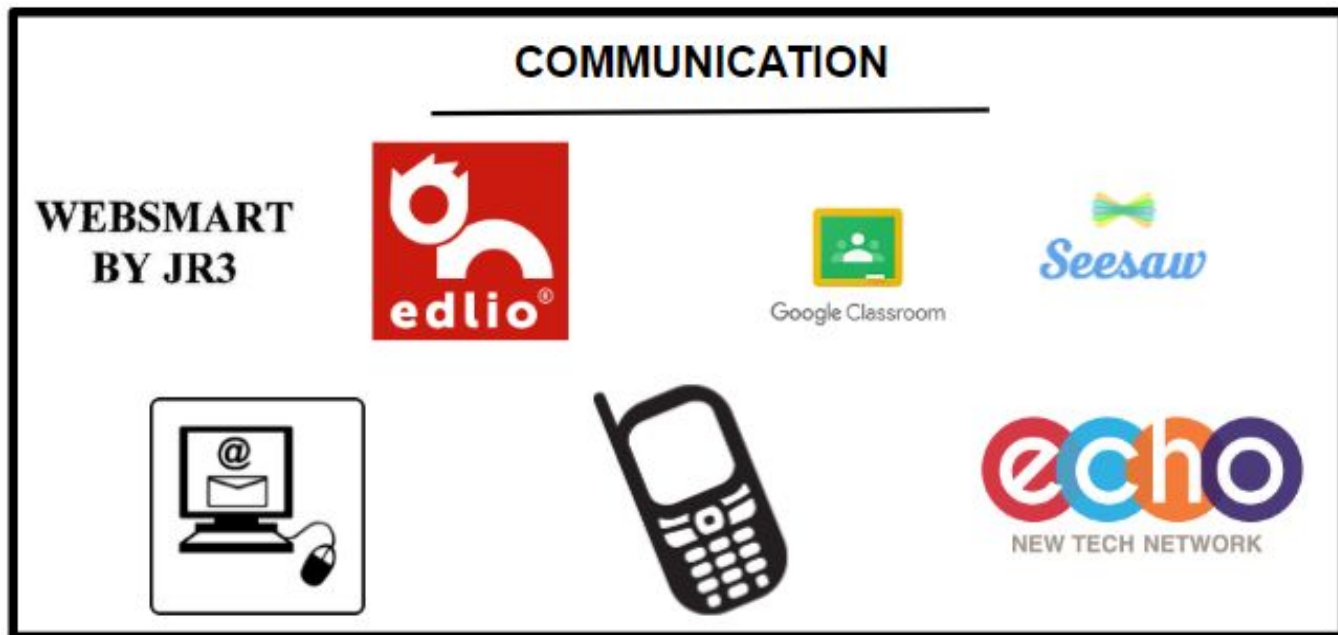
Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to a virtual meet the teacher meeting to participate in a hands-on demonstration of how to access the LMS. Our goal is to conduct more training for parents.

Constant communication will flow between our staff and parents through Echo, Google classroom, SeeSaw, JR3, Edlio Engage, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount that CIA students and families understand the expectations and importance of at-home learning during asynchronous and synchronous instruction. Communication will be provided to clarify the focus on coherence between the pathways. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to at-home learning, a virtual meeting will be scheduled to review the expectations of at-home 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.



TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months and Back to School In-Service, all CIA staff participated in synchronous and asynchronous professional learning technology-related sessions.

Topics designed were:

- Project-Based Learning
- Social-Emotional Learning
- Google Classroom
- SeeSaw
- Trauma and Mental Health
- Culturally Responsive Teaching
- Family Partnership
- Remote Learning Strategies
- Guided Reading and Math
- Intervention Support

PRINCIPALS AND OTHER ADMINISTRATORS

CIA administrators will participate in the following professional learning sessions in order to develop a stronger understanding of at-home learning:

- Excellence in Remote Instructional Delivery conducted by the Texas Education Agency July 20-Aug 7
- Designing a Remote School Modules 1-3 conducted by the Texas Education Agency July 29-31
- TEKS Resource System COVID-19 Gap Implementation Training

CIA will work closely with our Educational Service Center, New Tech Network, and Advanced Reasoning in Education and other partners to plan support for at-home learning.

Principal, Assistant Principal, and the Instructional Coaches will ensure the following accountability processes are in place:

- Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and at-home learning instruction. Instructional coaches, task force leaders, experienced teachers, and technology specialists will provide support to staff with Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid. THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Tools: CIA's main communication tools for parents and students will be the following:

- Edlio Engage for district-wide and campus-wide communication
- Echo, Google Classroom and/or SeeSaw for teacher-parent-student discussions
- For real-time instructional support and delivery of content we will all communicate through Zoom & G Suite (including Gmail, Docs, Classroom, Hangouts)
- Public website: CIA will maintain general information on its status for the public on our main webpage at <https://www.cedars-academy.org> and our **At-Home Learning** website.

CURRICULUM GAP DOCUMENTS

All CIA teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: *TEKS Resource Gap Tool*, which teachers can leverage to identify gaps prior to teaching each THL 3.0 module/unit.

CIA will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

- A. The following are resources provided by CIA to help teachers implement a more thoughtful remote learning opportunity.
- TEKS Resource System
 - Texas Home Learning (THL) 3.0
 - Lead4ward
- B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.
- Echo
 - Google Classroom
 - SeeSaw
 - Google Suites
- C. Identifying Internet Providers and Getting Connected
The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance. Families will complete the Device Loan Survey to determine more individualized information to the district in order to deploy devices and possible internet access to homes.
- D. Deployment of Student Devices
Virtual Meet-the-Teacher will be held on Zoom with the Homeroom teacher. Families will be invited meet the teachers and discuss how best to support and guide their student's daily learning. After meeting with the teacher, parents can pick up a device during a scheduled time on Friday, August 14 or Monday, August 17th.

Meet-the-Teacher, August 13, 2020

Agenda:

- Demonstration of Echo, Google Classroom, & SeeSaw
- Discussion about Student Devices & Connectivity
- Schedules, family support, grading, and expectations
- Discussion of Safety Protocols
- More..

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check SeeSaw, Google Classroom, & Echo for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit each day.
- Attend live instruction appropriately dressed.

Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and at-home learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus trainings for implementation supports.
- Use teacher office hours to help strength synchronous and asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.

Counselor

- Counselor will have 1-1 check-ins with students. These individualized conversations will also support any needs that students have.
- Counselor will provide guidance counseling lessons to students.
- Counselor will provide resources for families and students.
- Counselor will support teachers and students with social and emotional learning.

Teacher Roles and Responsibilities

- Teachers will modify the aligned plans, create modified assignments, record lessons and upload to the LMS
- Modify classwork and any other needed resources for the lesson
- At the end of the class period, teachers check student work uploads in SeeSaw, Google Classroom, or Echo grade for completion and accuracy, and enter grades into JR3 or Echo
- Teachers check LMS after 2 PM for any remaining assignments to grade and enter into JR3 or Echo
- Teachers communicate with students daily to provide ongoing support
- Regularly encourage students to attend office hours
- Reach out to students who have not submitted work

Principal, Assistant Principal, & Instructional Coaches Roles and Responsibilities

- Periodically participate in virtual classes with teachers
- Participate in Virtual PLC meetings as appropriate
- Maintaining constant communication with staff
- Ensuring updated information is posted
- Providing resources and tips & tricks to enhance at-home learning experience for teachers, students, & parents
- Leading and participating in district-led, campus-led, or peer-led professional development
- Ensure teachers are creating quality materials and videos
- Ensure teachers are grading assignments, giving students quality feedback, and entering work into gradebooks
- Inviting the correct students to Targeted Tutoring (Jag WIN Time)
- Ensuring teachers are aware of any changes or developments to the remote instructional plan

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The CIA technology department

For a personal, academic or social emotional concern:

School counselor

For other issues related to at-home learning:

The principal, assistant principal, or instructional coaches