Rise Academy

CONTINUITY OF LEARNING
ASYNCRONOUS MODEL

IN RESPONSE TO COVID-19

INTRODUCTION

The goal of this plan is to provide the greatest measure of TEKS-based instruction in the context of a situationally imposed remote learning situation. Rise Academy has chosen an in-person-only instructional model for the 2020-21 school year; there is no option for at-home instruction for parents to choose. Therefore, remote instruction will occur for Rise Academy students only if: 1. The governor re-imposes school closure; 2. Certain classrooms are, or the entire school is, closed by the Lubbock Health Department due to COVID-19 cases confirmed at our school; 3. Individual students are sick or quarantined due to COVID-19 exposure.

Our reason for in-person-only instruction is based on experience in the final quarter of the 2019-20 school year during the closure period, as well as a very clear-eyed understanding of our students, and, more importantly, their parents. Online/at-home learning was a discouraging failure during the 2019-20 closure period. Yes, there were shortcomings in terms of teacher preparedness, lack of home devices and internet access, as well as other factors. However, even in those instances where devices were available to students and internet access did exist, and given that teacher adaptability was remarkably quick, the degree of student participation and the quality of work was seriously unacceptable. Parents either could not or, in some instances, simply would not do what was necessary to ensure that their children were participating in daily remote instruction. Realistically, this problem is not likely to be substantially overcome by better teacher preparedness or the availability of more at-home devices and internet connectivity. There are too many at-home variables which seriously undermine the efficacy of remote instruction. Our children (86% low-income, minority students) only learn in the presence of actual, in-person teachers in a structured, physical classroom.

The only reason Rise Academy is submitting an asynchronous plan at all is because it is the only mode of remote instruction that the Agency is allowing for schools with early elementary grades to receive funding. If this asynchronous-only attendance method for grades pre-k through 2nd were not required, Rise Academy would simply have chosen the synchronous method of remote instruction for all grades.

Rise Academy is strongly at odds with the Texas Education Agency's conclusion that asynchronous instruction is most appropriate for the youngest children, grades pre-k through 2nd. Experience with actual children, as well as common-sense reasoning, strongly leads to the opposite conclusion. Older students can be given nonreal-time assignments to carry out on their own, although even this is not generally "instruction" either, but rather reinforcement of skills and content already taught. With young children, however, interactive, direct instruction led by teachers in real-time (synchronously) is really the only effective way to instruct the average student. This is especially the case when the parent is not able to "teach" the material presented in an asynchronous setting. Only reinforcement of concepts and skills *already taught*

– as in the case with daily homework – can be successful with young children in an asynchronous mode.

Therefore, the Agency's decision to recognize asynchronous instruction as the only mode of instructional delivery to count for attendance purposes for pre-k through 2nd grade seriously limits the ability of Rise teachers to provide adequate at-home instruction.

To mitigate the instructional limitations imposed by the Agency, Rise Academy will utilize asynchronous instruction as minimally as possible for grades pre-k – 2nd, while as much synchronous instruction will be included as reasonable for children of this age range. For grades 3rd through 8th, synchronous instruction will predominate. The asynchronous mode will serve only as back up to synchronous instruction if needed.

GUIDING REALITIES

1. Remote instruction, whether delivered digitally or through physical work materials, is vastly inferior to Rise Academy's in-person, direct instruction model. Of the two modes of digital-remote instruction, synchronous instruction is superior to asynchronous learning, especially for younger children.

2. Remote instruction, however, may be necessary under certain circumstances. In such instances, students will have access to educational materials aligned to the TEKS.

3. Educators should be entrusted to design lessons and materials to continually assess and meet the learning needs of students.

4. Students and parents should be supported by providing digital devices and internet access and by providing instruction on the use of such items for educational purposes.

LEARNING MANAGEMENT SYSTEM (LMS)

Rise Academy has chosen the Agency-provided Schoology as its learning management system. Schoology will serve primarily as an integrated platform for the delivery of both synchronous and asynchronous instruction. It will also connect and integrate with Google Classroom for remote instruction if teachers determine that remote delivery is enhanced by the use of Google Classroom.

Rise Academy's usual, eclectic mix of curriculum content and materials will be used for remote instruction as much as possible. This eclectic mix includes a vast array of materials from leading TEKs-based publishers, including such publishers' online programs. These include Measuring-Up, Think-Up (Mentoring Minds), Stemscopes, Texas STAAR Coach, and the like. Use of the Schoology platform should allow for the integration of these curriculum materials and online

programs, as well as Google Classroom, to provide as much robust instructional content as possible.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Rise Academy, as a small charter school, does not have the extra instructional staff, as apparently many ISDs do, to reconfigure teachers as either all virtual or all on-campus instructors. This is yet another reason why remote instruction, if it becomes necessary, must be as synchronous as possible. Obviously, teachers instructing in-person can provide synchronous instruction at the same time if certain students are absent due to quarantine or recovery from COVID. On the other hand, teachers carrying out both full-day in-person instruction along with asynchronous teaching can become overwhelmed; they are essentially teaching (which includes assigning and grading) two schedules daily.

I.   **INSTRUCTIONAL SCHEDULE**

Description: Grades Pre-k – 2nd. Teachers will provide (as closely as possible) the minimum of 180 minutes per day of asynchronous instruction layered between as much synchronous instruction as is reasonable. Again, it is our charter school's strident belief that synchronous instruction, however lacking in comparison to in-person direct instruction, is superior to asynchronous instruction for all students, especially those in the early grades.

Prek-3 Schedule		Notes
Time	Subject/Activity	Daily Schedules provided to parents.
8:15 – 8:45	Circle Time: -- synch	Circle Time—Pledges, calendar (days of week, etc), colors, numbers, shapes
8:45 -- 9:45	Language for Learning/ Handwriting -- synch	
9:45 -- 10:45	Phonics/Letter & Number of the Day -- asynch	Language for Learning/SRA – primary pre-k program teaches lang. skills & vocabulary
10:45 – 11:00	Phonics Wall Cards -- asynch	
11:00 – 11:30	Recess	
11:30 – 12:00	Lunch	Fine Motor skills will require physical materials be sent home/picked up by parents
12:00 – 1:30	Nap Time	
1:30 – 2:00	Story Time -- asynch	The LMS for this grade level is Schoology for both Synch the Asynch component
2:00 – 3:00	Fine Motor skills/ activities -- asynch	

Total Asynch Time: 165 Minutes Total Synch Time: 90 Minutes Total Combined Time: 255 Minutes Teacher Contact Period: daily, 3:15 to 4:30pm, for phone calls, texting, video chats with parents	** Total Asynchronous time is less than 180 minutes. The lessons & content which comprise the 90 minutes of synchronous instruction cannot be carried out asynchronously.

Prek-4 Schedule		Notes
Time	Subject/Activity	Daily Schedules provided to parents. Circle Time—Pledges, calendar (days of week/months of yr), Reading Mastery – partial lessons of kinder reading program. Language for Learning/SRA – primary pre-k program teaches lang. skills & vocabulary. Misc. Instructional Time—phonics, sight words, shapes, etc. Recitation is memory work reciting poems, affirmations and nursery rhymes – must be synchronous The LMS for this grade level is Schoology for both Synch the Asynch component ** Total Asynchronous time is less than 180 minutes. The lessons & content which comprise the 135 minutes of synchronous instruction cannot be carried out asynchronously.
8:00 – 8:15	Pledges, Affirmation -- synch	
8:15 – 8:45	Circle Time -- synch	
8:45 – 9:45	Language for Learning /Handwriting -- synch	
9:45 – 10:00	Phonics Wall Cards -- asynch	
10:00 – 10:15	Math—rote counting, count bys -- asynch	
10:15 – 10:45	Math Lessons -- synch	
10:45 – 11:15	Misc. Instructional Time -- asynch	
11:15 – 11:30	Story Time -- asynch	
11:30 – 12:30	Lunch & Recess	
12:30 – 1:30	Nap Time	
1:30 – 2:00	Story Time -- asynch	
2:00 – 3:00	Manipulatives/Motor Skills -- asynch	
Total Asynch Time: 165 Minutes Total Synch Time: 135 Minutes Total Combined Time: 300 Minutes Teacher Contact Period: daily, 3:15 to 4:30pm, for phone calls, texting, video chats with parents		

Kindergarten Schedule		Notes
Time	Subject/Activity	Daily Schedules provided to parents.
8:15 – 8:35	Morning Meeting -- Synch	Morning Meeting: calendar, sight words, clock time, etc.
8:35 – 9:10	Reading Mastery (RM) Groups -- Synch	
9:10 – 9:50	RM "Take-Home" sheets -- Asynch	The Reading Mastery program is implemented fully in Kindergarten. It is imperative that lessons be done synchronously to elicit student responses to scripted teacher leads and prompts.
9:55 – 10:10	Phonics -- Synch	
10:10 – 10:40	Phonics Wall Cards -- Asynch	
10:40 – 11:15	Math, Part 1 -- Synch	
11:15 – 12:00	Math, Part 2 -- Asynch	Math, Part 1 is the direct instruction component of the mathematics core.
12:00 – 1:00	Lunch/Recess	
1:05 – 1:25	Language/Vocabulary – Synch	Phonics includes an array of worksheets which may be provided asynchronously at times.
1:25 – 2:00	Lang./Vocabulary -- Asynch	
2:00 – 2:30	Penmanship -- Asynch	
		The Lang/Vocabulary program is also scripted and must be delivered synchronously. Associated work, however, can be completed asynchronously.
Asynch Time: 180 Minutes Synch Time: 140 Minutes		
Total Time: 320 Minutes		
		The LMS for this grade level is Schoology for both Synch the Asynch component
Teacher Contact Period: daily, 2:45 to 4:00pm, for phone calls, texting, video chats with parents		

1st Grade Schedule		Notes
Time	Subject/Activity	Daily schedules provided to parents.
8:15 – 8:30	Pledges, Morning Meeting – Synch	Some students are completing Reading Mastery; Others are working with Open Court program.
8:30 – 9:10	Reading Groups -- Synch	
9:10 – 9:45	Reading Comprehension -- Asynch	

Time	Subject/ Activity	Notes
9:45 – 10:20	Math, Part 1 Daily Lesson-- Synch	Reading Comprehension is comprised of passages unrelated to reading programs
10:20 – 11:10	Math, Part 2-- Asynch	
11:10 – 11:30	Phonics/Wall Cards -- Asynch	Writing composition is set up by teacher synchronously. Students follow through asynchronously.
11:35 – 12:00	Spelling -- Synch	
12:00 – 1:00	Lunch/Recess/ break	The LMS for this grade level is Schoology for both Synch the Asynch component
1:05 – 1:20	Writing Instruction-- Synch	
1:20 – 1:50	Writing – Student Follow-Thru Asynch	Science/ Soc. Studies exposure in reading program stories.
1:50 – 2:35	Additional Language Arts Asynch	

Asynch Time: 180 Minutes   Synch Time: 130 Minutes

Total Time: 310 Minutes

<u>Teacher Contact Period</u>: daily, 3:00 to 4:15 pm, for phone calls, texting, video chats with parents

The LMS for this grade level is Schoology for both Synch and Asynch component with Google Classroom linked in if needed.

2nd Grade Schedule		Notes
Time	Subject/ Activity	Daily schedules provided to parents.
8:15 – 8:30	Pledges, Morning Meeting – Synch	All students are reading with Open Court program.
8:30 – 9:15	Open Court Reading -- Synch	
9:15 – 9:40	Phonics Wall Cards - Asynch	Reading Comprehension is comprised of passages unrelated to reading programs
9:40 – 10:00	Spelling / Phonics-- Synch	
10:00– 10:45	Reading Comprehension -- Asynch	Writing composition is set up by teacher synchronously. Students follow through asynchronously.
10:45 – 11:05	Daily Math Lesson -- Synch	
11:05 – 12:00	Math Follow-Up Problems -- Asynch	Science/ Soc. Studies exposure in reading program stories.
12:00 – 1:00	Lunch / Break	
1:00 – 1:30	Lang. Arts – Dictation/ Language sheets -- Synch	The LMS for this grade level is Schoology for both Synch and
1:30 – 1:50	Writing Instruction -- Synch	

1:50 – 2:30	Writing—Student Follow-Thru Asynch	Asynch component with Google Classroom linked in if needed.
2:30 – 2:45	Vocabulary -- Asynch	
Asynch Time: 180 Minutes Synch Time: 140 Minutes Total Time: 320 Minutes Teacher Contact Period: daily, 3:00 to 4:15 pm, for phone calls, texting, video chats with parents		

Description: Grades 3rd – 8th. Teachers will provide *synchronous instruction* according to daily schedules which mirror in-person routines as closely as possible. Asynchronous instruction will serve as a backup to synchronous instruction if a student misses the synchronous lessons of the day. Attendance is taken at 9:16.

3rd Grade Schedule		Notes
Time	Synchronous Instruction all day	Daily schedules provided to students & parents.
8:00 – 8:15	U.S. Pledge, Texas Pledge, Rise Pledge	Asynchronous instruction will be utilized as a backup to synchronous instruction if the remote student misses portions of the synchronous day.
8:15 – 9:10	Reading – Reading Groups & STAAR Comprehension	
9:10 – 10:05	Math – STAAR Concepts & Problems	
10:05 – 11:00	Computer Lab	
11:00 – 11:30	Arithmetic (separate from other math)	Teachers will post homework assignments on LMS for remote students to complete & submit.
11:30 – 12:30	Lunch & Break	
12:30 – 1:25	Science	Daily schedules provided to parents and students.
1:25 – 2:20	Writing	
2:20 – 3:15	Lang. Arts – Dictation, Misc. Lang., Cursive	All students are reading with Open Court program. 6th – 8th Graders also read from original literature selections
3:15 – 3:30	Poetry & Dismissal	
Content for core subjects comes from a variety of instructional resources: online programs from Measuring-Up, Think-Up (Mentoring Minds), Stemscopes; original literature; late edition of Open Court anthology readers; a multitude of workbooks from numerous sources.		Reading Comprehension is comprised of STAAR-like passages unrelated to Open Court stories.

For grades 3rd – 8th content & instruction is provided by departmentalized teachers who are the point of contact for their subject areas. Grading is the same as on-campus program as outlined in the Rise handbook and policies. <u>Teacher Contact Period</u>: daily, 3:45 to 4:45 pm, for phone calls, texting, video chats with parents	The LMS for this grade level is Schoology for both Synch and Asynch component with Google Classroom linked in if needed.

4th Grade Schedule		Notes
Time	Subject—All Synchronous	Daily schedules provided to students & parents. Asynchronous instruction will be utilized as a backup to synchronous instruction if the remote student misses portions of the synchronous day. Teachers will post homework assignments on LMS for remote students to complete & submit. All students are reading with Open Court program. (6th – 8th Graders also read from original literature selections) Reading Comprehension is comprised of STAAR-like passages unrelated to Open Court stories. The LMS for this grade level is Schoology for both Synch and Asynch component with Google Classroom linked in if needed.
8:00 – 8:15	U.S. Pledge, Texas Pledge, Rise Pledge – Synchronous all day	
8:15 – 9:10	Reading – Reading Groups & STAAR Comprehension	
9:10 – 10:05	STAAR Lang. Editing/Revising & Keyboarding	
10:05 – 11:00	4th STAAR Composition	
11:00 – 11:55	Math – STAAR Concepts & Problems	
11:55 – 12:30	Lunch	
12:30 – 1:25	Gym – Remote students may take break	
1:25 – 2:20	Social Studies	
2:20 – 3:15	Science	
3:15 – 3:30	Poetry & Dismissal	
Content for core subjects comes from a variety of instructional resources: online programs from Measuring-Up, Think-Up (Mentoring Minds), Stemscopes; original literature; late edition of Open Court anthology readers; a multitude of workbooks from numerous sources. For grades 3rd – 8th content & instruction is provided by departmentalized teachers who are the point of contact for their subject areas. Grading is the same as on-campus program as outlined in the Rise handbook and policies.		

Teacher Contact Period: daily, 3:45 to 4:45 pm, for phone calls, texting, video chats with parents	

5th Grade – 8th Grade		Notes
Time	Subject – All Synchronous	Essentially the same notes and descriptions as for 4th grade, as shown above.
Synchronous Classes for 5th – 8th grades are scheduled and organized essentially the same as they are for 4th grade as shown above		
		Asynchronous instruction serves as backup for any synchronous classes missed.
Homework assignments may be Asynchronous and posted on LMS, due the next day		

Students grades pre-k through 2nd will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via both synchronous and asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom lessons (synchronously), and the completion of assignments (asynchronously). Engagement (attendance) will be collected through these asynchronous methods of lesson delivery on a daily basis. Students will be expected to complete and submit daily work to receive credit for the day.

Teachers will provide regular check-ins with students during daily synchronous periods of instruction.

Additional Support for Students with Learning Needs

For students with disabilities, Rise Academy will work with students and families to minimize barriers the student may experience in a remote setting. This will be most difficult to accomplish in grades pre-k through 2nd due to the restrictions imposed by the Agency's requirement that the majority of instruction to be delivered asynchronously. Special education students grades pre-k – 2nd will receive their IEP designated time in one-on-one or small group instruction during synchronous portions of the day. Rise Academy has not had ELL students in enrollment.

For special education and intervention students in grades 3rd through 8th, synchronous instruction will allow them to follow the regular, in-person schedule which includes time for their targeted assistance.

II.   MATERIAL DESIGN

For asynchronous instruction, Rise Academy teachers will seek to utilize to the greatest extent possible the same curriculum/instructional materials as those used for in-person instruction. Such instructional materials are comprised of a very broad, eclectic mix of resources. Together, these resources will work to ensure vertical alignment is maintained and teachers are adhering to the academy's standards. Students' understanding of the content will be monitored in accordance with the same testing routines as used with in-person instruction. Typically, in grades Kindergarten through 2nd, weekly tests are given in most subject areas. The early reading program has a built-in testing component. For grades 3rd – 8th, core subjects are tested every other Friday throughout the year, with at least 3 periodic benchmarks scheduled. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parents, students, and teachers to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, Rise Academy will utilize its curricular resources in the following way.

Instructional Materials/Resource	Grade Level(s)	TEKS Aligned	Primary Use in Instructional Design	Paper or Online Instructional Tool
MATH INSTRUCTIONAL MATERIALS				
Big Day for Pre-k	Pre-k 3 & 4	Yes	Basic instruction	Print – learning kit
Saxon Math – Kindergarten	Pre-k 4	Yes	Accelerated instruction	Print
Misc. workbooks, teacher-created materials	Pre-k 3 &4	?	Basic instruction/Accelerated instruction	Print
Saxon Math – 1st thru 3rd grades School-created materials	Kindergarten – 2nd	Yes	Core instruction, working a grade-level ahead	Print
Measuring-Up, Think-Up, Texas STAAR Coach	3rd – 8th	Yes	Core instruction	Print & Online
Misc. workbooks & school-created materials		?	Supplemental instruction	Print

READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS				
Big Day for Pre-k	Pre-k 3 & 4	Yes	Basic instruction	Print – learning kit
Language for Learning	Pre-k 3 & 4	Yes	Core Language & Vocabulary program	Print
Reading Mastery	Pre-k 3 & 4	Far above TEKS	Kinder. Reading program – in small increments	Print
Misc. workbooks	Pre-k 3 & 4	Above grade level	Supplemental	Print
Reading Mastery 1 &2	Kinder & 1st	Yes	Core Reading instruction	Print
Open Court Reading & Writing (late edition)	$1^{st} – 6^{th}$	Yes	Core Reading instruction	Print – hardcover books
Original Literature	$6^{th} – 8^{th}$	? – often above grade level	Reading instruction	Print
Measuring-Up, Think-Up, Texas Coach	$2^{nd} – 8^{th}$	Yes	STAAR-focused Comprehension	Print & Online
Misc. workbooks	$1^{st} – 8^{th}$	?	Language Arts supplements	Print
SOCIAL STUDIES INSTRUCTIONAL MATERIALS				
Various state-adopted textbooks	$4^{th} – 8^{th}$	Yes	Primary texts for social studies	Print
Misc. workbooks, etc.	$4^{th} – 8^{th}$	?	Supplemental	Print
Online videos from various sources	$4^{th} – 8^{th}$	?	Supplemental	Online

SCIENCE INSTRUCTIONAL MATERIALS				
Various state-adopted textbooks	3rd – 8th	Yes	Primary texts for science	Print
STEMscopes	3rd – 8th	Yes	Supplemental	Online
Measuring-Up, Think-Up (Mentoring Minds)	3rd – 8th	Yes	Supplemental & source for testing and benchmarks	Print & Online
Online videos from various sources	3rd – 8th	?	Supplemental	Online

Adaptation of Instructional Materials to Asynchronous Learning Mode (2.1)

The TEA scoring rubric seeks a description of how instructional materials are to be adapted to the asynchronous format. In response, we are only able to provide the basic explanations as follows: Take, for example, a reading comprehension passage with ten questions. This passage is turned into a pdf document which is then posted on the LMS (either Schoology, or Google Classroom). The student then accesses this passage, answers the ten questions and submits the document for the teacher to grade. For another example, take the phonics wall card exercise in the lower grades. These are a series of "wall cards" that contain all the sound spellings for consonants, vowels, digraphs, etc. There is a call-and-response chant that goes with these cards. A recording will be made where students see each wall card one at a time while the teacher's voice says the chant that goes with each card. Time will be built in for the student to repeat what the teacher calls out for each card. This recording will be posted on Schoology where the parent and student can access it to carry out the exercise. We do not know what further description of materials "adaptation" needs to be provided. We have also found that the "Exemplar" plan Rise Academy has chosen to use as a model – Hawkins ISD – contains no descriptions of adapting materials for asynchronous delivery.

The adaptations of instructional materials for students with disabilities are not fundamentally different than the adaptations made for regular education students. Any differences in the on-campus instruction for special education students comes primarily in the form of different teaching strategies and in pacing. This is why Rise SPED students (along will all other students) need a maximum amount of synchronous time while receiving remote instruction so that teachers can employ these different strategies and modify the pace of instruction. Rise Academy has no ELL students enrolled.

Feedback Timelines

Daily feedback for asynchronous work will be provided through the LMS through student work and assignment completion. At the end of every grading period, feedback and report cards will be provided. Intermittent feedback is provided to students as needs arise. Feedback for synchronous engagement will be on-going

Rise Academy will work with parents to identify problems with the remote educational delivery system. A number of students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with parents. This will include one on one virtual meetings, or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Schoology (or Google classroom) with adaptations as needed for individual students. Our charter school has procured enough Chromebooks and hotspots to ensure each student has the device and connectivity necessary for remote instruction. However, we can only do so much to address at-home issues, such as the need for parents to work – potentially leaving children without a reliable and capable adult to supervise remote instruction. Also, unfortunately a certain number of parents, even if they are present at home during the school day, may not cooperate and follow through with their responsibilities regarding the supervision of their child/ren in virtual schooling.

Coherence in Instruction

Instructional materials and activities in the synchronous/real-time mode will be the same content as provided in the classroom. The problem with asynchronous instruction is that actual instruction is very difficult to provide; "asynchronous instruction" is really more asynchronous assignment of work than it is true instruction because true instruction requires real-time and, honestly, in-person interaction between teachers and students, *especially with younger students*. This is the reason Rise Academy is an in-person-only school. But if forced by circumstances into remote instruction, teachers will do their best to blend synchronous segments of the daily schedule with related asynchronous assignments of work. It is essential to keep the asynchronous component as limited as possible so that synchronous/real-time instructional time is maximized.

Lesson Preparations

Teachers of grades pre-k through 2nd will face the most challenge adapting lessons and class work to an asynchronous presentation mode. This is because younger children are obviously less able to self-direct than older students. Significant consideration of the features of the LMS (Schoology for this grade range) will be necessary to present content to at-home students in a way that will be meaningful and additive to student learning.

Pre-k through 2nd grade teachers will plan to communicate directly with parents, either with individual parents or multiple parents at once, through phones calls or video chats from 2:45 to 4:00 p.m. daily to instruct parents on how to complete assignments with their children, how to submit work, or otherwise how to navigate the LMS.

Students with Disabilities

For students with disabilities, Rise Academy's special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. This will be most difficult, again, with students in grades pre-k – 2nd. For 3rd through 8th grades, synchronous instruction will allow special education and intervention students to participate in nearly the same manner as they would during in-person classes.

Rise Academy has not had ESL students. For SPED students, instructional materials do not need to be adapted to any significant degree more for remote instruction than regular education materials

do because the materials used are essentially the same. The materials for SPED students are the same; the difference is the pacing of instruction and the different methods use to teach the material. Again, SPED students will receive their additional support during the synchronous portions of the day.

III.   STUDENT PROGRESS

Description: With the closure from March to May of 2020, substantial ground was lost. Students regressed and at-home instruction did little to mitigate this drastic COVID slide. Again, in-person instruction is absolutely imperative. Without it, the COVID slide will continue, even with the best plans for remote instruction in place and even with each student equipped with a device and connectivity.

<u>**Student Access & Engagement**</u>

Students are required to be engaged daily with the learning process. Students will access assignments through the Learning Management System. Schoology is the selected LMS for all grades, but Google Classroom may be utilized in conjunction with Schoology for grades 3rd – 8th. Students are expected to complete assignments daily – if any are given -- to receive attendance for the day. Students will not be allowed to complete all their assignments for the week on one given day. Nor will students be able to go back into the LMS to make up previous days' work once the same-day 11:59 p.m. deadline has been missed.

Our understanding of what constitutes daily student engagement that will qualify for attendance purposes has evolved during the development of this plan. Initially, we understood that if attendance was taken at 9:16 a.m., for example, and a student was not present in real-time at 9:16, then the only way that student could still be counted in attendance was if he or she completed some assignments asynchronously by accessing them on the LMS and submitting them before 11:59 p.m. that same day (night)*. **However, we now understand, after receiving advice from TEA personnel, that another way this student could be counted in attendance is if he or she participated in real-time remote classes later in the day – even if those classes did not require that some independent work be done asynchronously from the LMS and then submitted. This scenario corresponds, we believe, to funding method #2 – Daily progress via student-teacher interaction (because the student, while in real-time in those later in the day classes, answered verbal questions, contributed to the discussion, or otherwise interacted with the teachers or other students).***

Therefore, tracking engagement will follow the guidance from TEA's ADA funding method: 1. Daily Progress in the LMS Schoology. 2. Daily progress via student-teacher interaction. 3. Completion/Turn-in of assignments. Students not actively engaged and for whom there is no evidence or documentation of completing posted assignments or activities will be marked absent. The daily deadline for submitting assignments on the LMS is 11:59 p.m.

Documenting or providing proof of student engagement will come by way of teachers completing an *Asynchronous Attendance Sheet* that has been created (see attached) for teachers to use to document daily attendance for students engaged in remote learning. We also understand that the LMS system is able to notate when a student accesses the system, be it by way of joining a class in real time, or when assignments are accessed and submitted for asynchronous work.

Having expectations for daily student engagement in the asynchronous mode that are consistent with progress that would occur during in-person instruction is very difficult. As stated earlier, it is very hard to teach new concepts and material outside of real time. Therefore, synchronous instruction will be a crucial means to advancing students according to the scope and sequence of each particular subject at each grade level.

Tracking Academic Progress

As just explained, Rise Academy teachers will track student remote progress daily in one of the three ways allowed by the Agency. For daily assignments and activities posted on the LMS, these assignments will be graded, and parents will have access to these grades, along with frequent feedback through the parent portal of Schoology. Teachers will likely make phone calls to either students and or parents in those situations where asynchronous assignments are not being submitted or when the quality of the work is unsatisfactory, given the student's capability. Students who disappear from remote instruction and whose parents are non-responsive will be subject to truancy court action.

Currently, Rise Academy is anticipating a 1:1 device roll-out by the end of October 2020. This will include the issuing of internet hotspots to those students without connectivity at home. Until late October and the issuance of Chromebooks, any at-home students may work asynchronously with paper-based instructional content. Parents of any at-home students without access to the LMS will pick-up work packages on Fridays if such students are part of an entire class that is quarantined. If it is a case of an individual student who is at home, parents will be urged to pick-up these packages as soon as possible after the student is sent home so that no instructional days are lost.

Assessment

Rise Academy utilizes weekly, bi-weekly, and periodic testing and assessment to measure student progress throughout the year. Nearly all these tests and assessments are school-created or assembled from TEKS-specific sources.

Pre-k4 thru 2nd Grade:

➤ Circle Progress Monitoring is used as the state-required assessment tool for Pre-k at the beginning, middle, and end of the school year.
➤ TXKEA is used as the state-required assessment tool for Kindergarten
➤ TPRI is used as the state-required assessment tool for 1st & 2nd grades
➤ More important to our accelerated early elementary program is our school-created End-of-Year test at each grade level.
➤ Weekly, school-created tests in core subjects (kinder – 2nd)
➤ Reading Mastery's rate-and-accuracy tests and periodic mastery tests (K & 1st)

3rd – 8th Grades:

➤ Bi-weekly Friday tests in core subjects. School-created from TEKS-based sources such as Measuring-Up, Think-Up, Texas Coach, STEMscopes, etc.
➤ Periodic benchmark tests in core subjects from same sources and materials as above

Individual Education Plans (IEPs) will be adhered to as much as possible with testing, and accommodations will be provided to RTI students. All these tests will be administered in a synchronous mode if remote instruction becomes necessary. It is extremely difficult if not impossible to provide oral administration of tests and other accommodations in an asynchronous mode.

IV.   IMPLEMENTATION

Student and Parent Support

Students and parents will need on-going supports during this time. There was much scrambling that had to be done in the spring of 2020 during the closure. Some of these difficulties will be lessened by the deployment of Chromebooks and hot spots to students when this equipment arrives at Rise Academy hopefully in late October from Operation Connectivity, EMAT procurement and purchases made from the academy's regular state funding sources.

Families of remote learners will be provided training on technology usage in the home via a basic instructional booklet called *"How a Chromebooks Works & How to Get to and Use Schoology."* Students will be given training and practice on using the Chromebooks at school so they will be familiar with the device and the LMS if they end up at home due to sickness or quarantine. In addition, parents will be able to contact the school on an on-going basis with questions about the Chromebooks or navigation of the LMS if they have problems.

We know distance learning during the spring was a major challenge for teachers, and we also recognize that in many cases it caused significant disruption for families. 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.

Frequent communication will flow between our staff and parents through our LMS (Schoology), Google Classroom (if certain teachers find it to be useful in addition to Schoology alone), personal contact from teachers via email, virtual platforms or voice calls. It is paramount that Rise Academy students and families understand the expectations and importance of remote learning during both synchronous and asynchronous instruction. It is our desire for staff, students, and families to maintain strong partnerships to allow students to maintain a continuity of learning regardless of the method of delivery. Experience, however, has taught us that such an expectation is problematic, and thus as much in-person instruction is imperative.

Parent Meeting: If an individual student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student (if the student is in 4th grade or above). Discussion points will include completing and grading of assignments, who and how to contact for support, and attendance requirements. If a whole class is required to go to remote learning, then a virtual meeting for all the parents involved may be scheduled to review and explain these same expectations and requirements.

Teachers & Teacher Assistants

 As of the date of this submission, Rise Academy teachers have participated in some technology-related training sessions. These sessions involved determining the best use of technology for both synchronous

and asynchronous instruction, given the technology available at the start of the school year, as well as the technology that is forthcoming. Topics included which LMS to use (Google Class v. Schoology), the integration of Smartboards into the technology set-up, how to utilize separate online learning platforms like Measuring-Up, Think-Up, and STEMscopes with the LMS, orientation to Schoology, and so forth. Rise Academy teachers will engage in additional technology training that is both general across grade levels, as well as specific to their content area and instructional materials.

One forthcoming session (once Chromebooks finally arrive) will simulate a distance learning scenario, with half the teachers and assistants functioning as students while the other half as teachers. The two groups will then switch roles. The purpose is to familiarize staff with the functioning of the system from both the teacher and student perspective to better anticipate problems once a remote instruction situation occurs. For the most part, such sessions will be carried out by our own Rise Academy faculty.

The School Director and Other Administrators

Rise Academy administrators have and will participate in the same training, and practicing sessions as described above. Much of this process has and will be led by the academy's new Director of Operations (assistant principal) who had more extensive training and use of technology at the local ISD.

The school director, the director of operations, and the business manager 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.

PROFESSIONAL DEVELOPMENT CALENDAR – REMOTE INSTRUCTION

Time of year/ Professional Development	Key Topics	Key Staff
Zoom for Education June 8-9	2 online learning modules discussed disruption-free virtual classes. Teachers discussed topics to improve student participation and learning retention with virtual and hybrid classrooms.	**-Assistant Principal** **-Pre-K- 3rd grade teachers** **-Teacher Assistants**
Technology Needs Brainstorm August 11, 2020	Half-day discussion among all teachers, school director and assistant principal best use of available technology for remote instruction (prior to assurance that new technology was obtainable thru EMAT & Operation Connectivity).	**Assistant Principal** **School Director** **All Teachers & Assistants**

Preservice- **Virtual learning launch with all staff to discuss zoom, Schoology, Navigate360, Google Classrooms** **8/12-14**	Webinar with Navigate360 portal. Set up/prepare Google Classrooms and Google meet Student google account creation	-**School Director/Assistant Principal** -**Business Manager** -**Office Assistants** -**Teachers/Paraprofessionals**
Schoology Onboarding and Implementation training **8/18/2020**	Schoology platform introduction: -Introductory overview of Schoology LMS -Introduction to onboarding consultant	-**Principal/ Assistant Principal** -**Business Manager** -**Office Assistants**
Schoology Onboarding and Implementation training **Staff Training** **8/19-20**	Teachers received training to discuss how to launch Schoology within their virtual classrooms. Webinar, discussion, breakout sessions with teachers and staff.	-**School Director/Assistant Principal** -**Business Manager** -**Office Assistants** -**Teachers/Paraprofessionals**
Grade-level Professional Development (PLC) **8/25-28** **TEKS resource system**	Virtual Education Devices BrainPop, Discovery Education, Stemscopes, Mentoring Minds CLIEngage follow-up Discuss TCMPC, Standards, Assessment Center	-**Assistant Principal** -**Pre-K-3 teachers/assistants** **3rd-8th Teachers** **(School Director)**

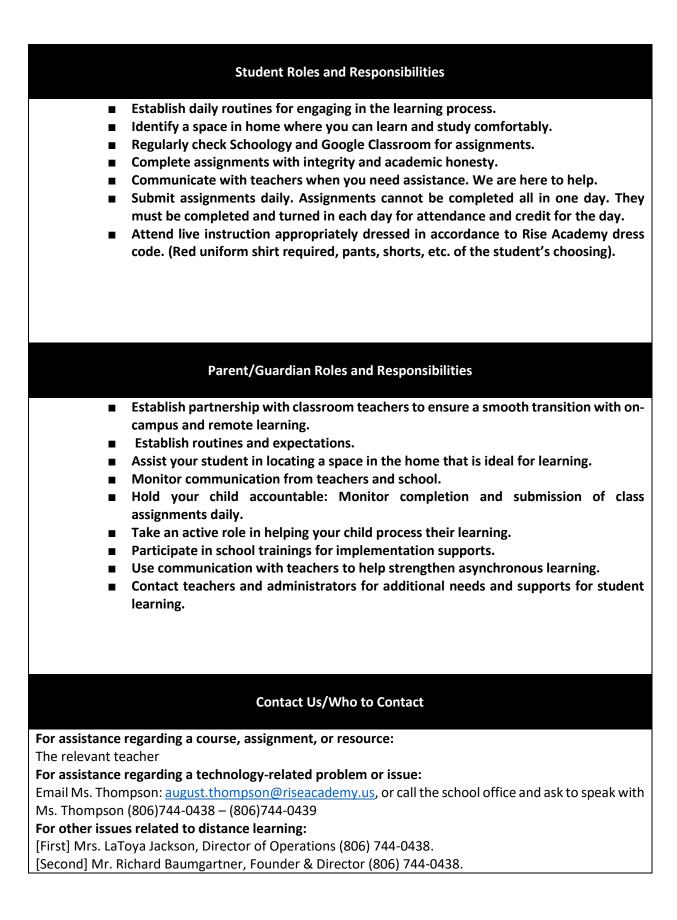|		
Smartboard applications training. **9/8-11** **After school, All Staff**	Discuss Smartboard apps and how to implement them in with daily lessons. Discuss/review how to develop embedded programs for use with virtual learning.	**-School Director/Assistant Principal** **-Business Manager** **-Office Assistants** **-Teachers/Paraprofessionals**
Grade-Level PLC's **10/6-9** **Afterschool/Conference Times**	Synchronous/Asynchronous attendance verification forms. Implementing grade-level face-to-face & remote learning plans into weekly plans.	**-School Director/Assistant Principal** **-Pre-K-3rd teachers/assistants** **3rd-8th teachers/assistants** **-Office Assistants**
Staff Professional Development ***Student Holiday – All Day** **October 12**	New Smartboard apps for remote learning Schoology full launch with student G-Suite accounts. How to assess students remotely.	**-School Director/Assistant Principal** **-Business Manager** **-Office Assistants** **-Teachers/Paraprofessionals**
Lead4ward Technology Applications Portal **November 17**	Resources content builder Teacher learning reports Student learning reports	**-Assistant Principal** **-Kindergarten-5th grade Teachers**

Google Apps Platform Management **January 5-8**	Using the Google Calendar Google Hangouts for teacher/student communication Collaboration Tools	**-Assistant Principal** **-Office Assistant** **-3rd – 8th Teachers**
Ongoing Collaboration with Learning Management System **TEKS resource system** **March 2-5**	Schoology updated materials Google Slides Discuss TCMPC, Standards, Assessment Center	**-School Director/Assistant Principal** **-All Teachers and Staff**
Lead4ward School@home **April 20**	Discuss interventions and strategies for "summer slide"	**-Assistant Principal** **-Pre-K-5th grade Teachers**

Ongoing Communication and Learning

As a small charter school, Rise Academy does many things less formally than what is standard for ISDs. Periodically, meetings will be held for teachers to connect with their peers and to build staff capacity in delivering remote instruction. Also, teachers may at times work in pairs or small groups when problems arise with remote instruction delivery. The school director and the director of operations serve as instructional coaches. The school director's expertise with technology is very limited. Therefore, as noted previously, the director of operations is leading the remote instruction process. Also, the Schoology consultant has been and will continue to be available to assist Rise staff with learning more about this LMS.

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

1. Schoology/Google Classroom for teacher-parent-student discussions.

2. A dedicated administrative person familiar with the LMS will be available in real-time to communicate with parents by phone if questions or problems arise.

3. Phone calls or texts by teachers to parents and students as needed.

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 Schoology and Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with teachers 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 for the day.
- Attend live instruction appropriately dressed in accordance to Rise Academy dress code. (Red uniform shirt required, pants, shorts, etc. of the student's choosing).

Parent/Guardian Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote 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.
- Hold your child accountable: Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Participate in school trainings for implementation supports.
- Use communication with teachers to help strengthen asynchronous learning.
- Contact teachers and administrators for additional needs and supports for student learning.

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:
Email Ms. Thompson: august.thompson@riseacademy.us, or call the school office and ask to speak with Ms. Thompson (806)744-0438 – (806)744-0439
For other issues related to distance learning:
[First] Mrs. LaToya Jackson, Director of Operations (806) 744-0438.
[Second] Mr. Richard Baumgartner, Founder & Director (806) 744-0438.

Asynchronous Attendance Sheet

Please submit this Form for students who engaged and made daily progress after or before 9:16 a.m.

* Required

Email address *

Your email

Student First and Last Name *

Your answer

Student's Grade *

Choose ▼

Date of Asynchronous Attendance *

MM   DD   YYYY

___ / ___ / _____

Student Made Daily Progress *

Student submitted assignments, engaged via Zoom, Google classroom, Schoology, etc. during real time or some other time during the date of this attendance sheet.

○ Yes

○ No

What avenue did the student make progress in? *

○ Real time video conference via Zoom, Schoology, Google Hangout, etc.

○ Completion of Assignments in the Learning Management System, via email, etc.

○ Completion of Assignments provided by paper

○ Phone call discussion concerning daily assignments, tests, etc.

○ Other: