



Strong Start!

2020-2021

Asynchronous Instructional Plan

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INTRODUCTION

Triumph Public High Schools (TPHS) is a Generation III, open enrollment charter school system that serves students in grades 9-12. The system is comprised of four individual charters sponsored by Student Alternatives Program, Inc. (SAPI), a non-profit organization whose mission is to address the needs of students that are at risk of dropping out through community-based programs. SAPI, the charter holder, has one established Board of Directors who have a designated Superintendent/CEO to administer its charter school division.

On July 25, 2020, during a properly constituted meeting, the Charter Holder Board of Directors approved a resolution authorizing the Superintendent/CEO to submit to the agency an asynchronous plan application in order to continue receiving funding for providing asynchronous remote instruction. Moreover, the board established that TPHS students would best be served by forming a partnership between its four charters and across its nine campuses and submit the plan as a consortium.

ASYNCHRONOUS CONSORTIUM PARTNERS

CHARTER NAME	COUNTY DISTRICT NUMBER (CDN)
Triumph Public High Schools (El Paso)	071-803
TPHS-El Paso West	001
TPHS-El Paso East	002
Triumph Public High Schools (Laredo)	240-801
TPHS-Laredo North	001
TPHS-Laredo South	002
Triumph Public High Schools (Lubbock)	152-803
TPHS-Lubbock	001
Triumph Public High Schools (Rio Grande Valley)	108-804
TPHS-RGV Mercedes	001
TPHS-RGV McAllen	002
TPHS-RGV San Benito	003
TPHS-RGV Brownsville	004

INSTRUCTIONAL CONTINUITY TASK FORCE

Our goal is that through this document TPHS is able to provide parents, students, staff, and community stakeholders with specific information of the 2020-2021 instructional plan by addressing in detail the four components of a quality asynchronous model as established by the Texas Education Agency.

To this end, TPHS developed an Instructional Continuity Task Force to plan and develop instructional systems for the charter campuses' reopening. The task force included selected faculty and staff from each of the consortium partners. Task force members represented various departments across the TPHS system to obtain a diverse set of knowledge and skills. Representatives collaborated regularly through structured meetings coordinated by the Instructional Program Officer, the task force chair, appointed by the Superintendent/CEO.

PLANNING PHASE

In the planning phase, the instructional continuity task force took into consideration several factors:

- ✓ Population Served
- ✓ Staffing
- ✓ Facility Capacity
- ✓ Parent/Student Instructional Option Commitment

Population Served

As previously stated, TPHS' mission is to function as a community-based dropout recovery program for students in grades 9-12. The population that we serve include students that are teen parents, primary or secondary caregivers to younger siblings, members of the workforce, and are their family's primary or secondary main source of income. Moreover, our

students face multiple situational challenges such as having one or both parents incarcerated and thus are raised by other members of their extended family.

Staffing

Due to staffing limitations, teachers and special program support staff will deliver both on-campus, face-to-face and remote/virtual instruction.

Facility Capacity

To safely re-open campuses for on-campus, face-to-face instruction, facility capacity was closely examined to assure that staff and students were able to maintain adequate social distances in classrooms, common areas and hallways at all times. In some cases, it was determined that no more than ten students and one staff could safely occupy a classroom. For some TPHS facilities, it was determined that students would remain stationary and teachers would travel from classroom to classroom to minimize unnecessary interactions, in crowded, narrow hallways.

Parent/Student Instructional Option Commitment

While TPHS is taking multiple precautions to protect both students and staff in school operations. When face-to-face (F2F) instruction is deemed allowable by local, legal, city ordinances, TPHS will offer parents and students a choice for either F2F or remote/virtual learning. In both instances, students will be expected to participate and remain engaged in daily high-quality instruction.

Through the Parent/Student Instructional Option Agreement (PSIOA) Form, parents and their students will be asked to submit their commitment to either on-campus learning or remote/virtual learning. This will be done no earlier than two weeks before the start of the school year. For instructional planning purposes, TPHS utilized data collected via parent/student google surveys to establish which instructional option each campus could potentially offer.

As parents and students complete and submit their selected instructional option commitment forms, Principals will need to adjust master teacher schedules to meet the on-campus and/or remote virtual needs of the students. In addition, because the COVID-19 situation remains fluid, so too will our ability to switch from one instructional option to another. Adjustments may call for transitioning the campus into a hybrid schedule to assure that adequate social distancing is maintained at all times.

Once a commitment to the learning option has been communicated by the parent/family, a request must be submitted in writing to shift to the other option. These transitions must be approved and processed by the school and may take up to two weeks. Attendance in the current option will be mandatory. To minimize academic growth gaps, TPHS will highly recommend that the parent/student commit to the selected learning option for a minimum of one grading period [nine weeks]. Campus principals will have the final decision regarding the status change request.

Students who begin receiving remote/virtual instruction because of staying at home to isolate from COVID-19 exposure will be permitted to return to campus at the end of their isolation period, as opposed to the end of a grading period.

DEVELOPMENT PHASE

Upon review of the planning phase information, the task force determined that for TPHS the most effective approach to address student, parent, and staff needs was to implement a full asynchronous instructional plan. To that end, the task force provided specific guidance in the following areas of the asynchronous instructional plan development:

Asynchronous Instruction – refers to self-paced instruction that does not require having the teacher and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real-time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own. For students learning off-line pre-assigned work and formative assessments will be made available via paper packets

[From time to time, when feasible, and appropriate, remote synchronous instruction may be provided. During remote synchronous instruction, the student is required to stay engaged with the instructor for a predetermined period of two-way, real-time/live, virtual instruction; but that one engagement/interaction will still be counted as part of the overall remote asynchronous instruction.]

1. Instructional Schedules: [The structure of the asynchronous schedule highlighting differences by grade level and content area.]
 - 1.1. With expected time for students to interact with academic content, including:
 - 1.1.1. Clear expectations for daily interaction with academic content,
 - 1.1.2. Times defined for daily student interaction with academic content across each subject area,
 - 1.1.3. Clear expectations that all student groups and grade levels will have the opportunity to engage in a 240 minutes of academic content every day.
 - 1.2. With expected time for students to interact with teacher(s) and receive instructional support, including:
 - 1.2.1. Clear expectations and pre-planned times for teacher/student interactions,
 - 1.2.2. Clear expectations and pre-planned times for teacher/student interactions that are adequate for all students,
 - 1.2.3. Clear expectations and pre-planned times for teacher/student interactions that are differentiated for students with additional learning needs.
2. Material Design: [How instructional materials support the asynchronous environment, including how all students can access instructional materials.]
 - 2.1. With full, TEKS aligned curriculum that can be executed in an asynchronous remote learning environment, including:
 - 2.1.1. TEKS aligned instructional materials and assessments,
 - 2.1.2. Clear research/evidence-base for how instructional materials and assessments have been designed/adapted for asynchronous instructions,
 - 2.1.3. Clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments.
 - 2.2. With specifically designed resources to support students with disabilities and English learners in an asynchronous environment, including:
 - 2.2.1. Resources designed to support students with disabilities and English learners,
 - 2.2.2. Clear plans for all students with disabilities and English learners to receive the needed support through the use of the instructional materials.
3. Student Progress: [How student engagement and progress is being tracked in the asynchronous environment.]
 - 3.1. Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment, including:
 - 3.1.1. Clear expectations for daily student engagement,
 - 3.1.2. A system for tracking daily student engagement,
 - 3.1.3. Clear expectations for daily student engagement that are consistent with progress that would occur in an on-campus environment.
 - 3.2. System for tracking student academic progress to inform instruction and to provide regular feedback to students on their progress, including:
 - 3.2.1. Clear system for tracking student academic progress,
 - 3.2.2. Clear system for providing regular (at least weekly) feedback to all students on progress.
4. Implementation: [Specific supports for educators and families to implement effective remote asynchronous instruction.]
 - 4.1. Professional development for educators is planned and specific to supporting asynchronous instruction, including:
 - 4.1.1. A pre-planned calendar for educators with specific supports for implementing asynchronous instruction,
 - 4.1.2. A professional development calendar that includes both initial and ongoing, job-embedded development opportunities,
 - 4.1.3. Clear expectations on how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum, analyze, and respond to data with the use of the instructional materials.
 - 4.2. Explicit communication and support for families in order to support asynchronous work at home, including:
 - 4.2.1. A plan for explicit communication for families specific to expectations for asynchronous instructions,
 - 4.2.2. A plan that includes reasonable expectations for family engagement/support of students,
 - 4.2.3. A plan that includes additional supports, training, and/or resources for families who may need additional support.

INSTRUCTIONAL SCHEDULES

[This section of the plan addresses the structure of the asynchronous schedule highlighting differences by grade level and content area.]

- 1.1. With expected time for students to interact with academic content, including:
 - 1.1.1. Clear expectations for daily interaction with academic content,
 - 1.1.2. Times defined for daily student interaction with academic content across each subject area,
 - 1.1.3. Clear expectations that all student groups and grade levels will have the opportunity to engage in a 240 minutes of academic content every day.
- 1.2. With expected time for students to interact with teacher(s) and receive instructional support, including:
 - 1.2.1. Clear expectations and pre-planned times for teacher/student interactions,
 - 1.2.2. Clear expectations and pre-planned times for teacher/student interactions that are adequate for all students,
 - 1.2.3. Clear expectations and pre-planned times for teacher/student interactions that are differentiated for students with additional learning needs.

INSTRUCTIONAL SCHEDULE FOR OPTION 1

- ✓ Once all planning phase information was considered, the task for determined that the Option 1 instructional schedule was most feasible to offer at the following four TPHS campuses: TPHS-El Paso East, TPHS-El Paso West, TPHS-RGV Brownsville, and TPHS-RGV San Benito.

SCHEDULE DETAILS

Option 1 - Face-to-Face Instruction (F2F)

Under Option 1, students who choose F2F instruction will attend school daily, **on-campus** for 240 minutes for the 180 instructional days as with the regular school year, and will be required to follow safety (i.e. **wear face coverings**), sanitation, and social distancing expectations.

- ✓ For the 2020-2021 School Year, TPHS will schedule students for on-campus instruction ONLY in the AM TRACK and PM TRACK. MID-DAY TRACK scheduling will be suspended. This will be done to ensure that we minimize opportunities for students to gather and to maximize social distancing in the facility common areas and primarily in the classrooms. Student schedules will be developed by counselors according to student personal graduation plans and end of course exam needs.
- ✓ **Student Cohorts** – The example master teacher schedule below demonstrates how the campus principals can group students by cohorts [i.e. grade levels, academic needs, EOC needs] or simply enrolling student in their Track choice; but keeping in mind that each track must be equally balanced to assure proper social distancing at all times.

Option 1 - Remote/Virtual Learning

Under Option 1, students who choose remote/virtual learning will participate in classroom instruction via remote/virtual learning through **asynchronous instruction**. Students will be expected to complete and submit assignments **on a daily basis** as communicated by the remote/virtual learning teacher(s). This home-learning model will be an extension of the classroom and will include the same high-level expectations for participation and assignments as F2F.

The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.

- ✓ **Student Cohorts** – For remote/virtual learning, the campus principals can also group students by cohorts [i.e. grade levels, academic needs, EOC needs] or simply enrolling students in their Track choice; but also keeping in mind that each track must be equally balanced.
- ✓ **Student Access To Instructional Support** – To address the needs of students requesting remote/virtual learning, TPHS will provide teachers at a minimum two periods, one per track, during the instructional day to allow them to connect remotely with students and/or to assure that students are demonstrating progress through independent engagement.

During these remote learning periods, teachers will only be addressing remote learning and not be addressing F2F instruction.

If a larger number of students opt for remote/virtual learning, more remote periods will be opened for the teachers to engage with students remotely, since it stands to reason that less on-campus classes will need to be offered.

During remote instruction periods, teachers will provide “**Remote Instructional Student Support**” and host “**Office Hours**”. Remote instruction students would be able to acquire assistance or participate in planned group meetings/tutoring sessions on a daily basis. Remote student assistance timeframes provide students with a clear means to engage with academic material on a daily basis by content area. Teacher Office Hours are highlighted in red.

- ✓ **Additional Support for Students with Learning Needs** – Students who are identified in any special program (i.e. special education, bilingual/ESL, 504) will receive required supports established by their Individualized Education Plan (IEP) regardless of learning model to ensure Free and Appropriate Public Education (FAPE).

Special Education and ESL support services staff, as their general education counterparts, will have at a minimum two periods, one per track, during the instructional day to allow them to connect remotely with students and/or to assure that students are demonstrating progress through independent engagement. During these remote learning periods, special program support staff will only be addressing the remote learning needs of eligible students and not be addressing F2F instruction.

If a larger number of students with special needs opt for remote/virtual learning, more remote support periods will be opened for the special program support staff to engage with students remotely.

During remote instruction periods, special program support staff will provide “**Remote Instructional Student Support**” and host “**Office Hours**”. Remote instruction students would be able to acquire additional assistance or participate in planned group meetings/tutoring sessions on a daily basis. Remote student assistance timeframes provide students with a clear means to engage with academic material on a daily basis by content area. Special Program Staff Office Hours are highlighted in yellow.

All supports, resources, accommodations and modifications will be provided to students consistently and effectively through general education teachers and program specific staff in both F2F and asynchronous remote/virtual learning options. General education homebound, special education homebound, CEHI, and PRS services will also be provided with required services within the F2F or asynchronous options during the times reflected in the schedule below.

EXAMPLE INSTRUCTIONAL SCHEDULE FOR OPTION 1

OPTION 1: MASTER TEACHER SCHEDULE												
RM #	TEACHER	AM TRACK				LUNCH	PM TRACK					
		1ST PERIOD 7:55AM 8:55AM	2ND PERIOD 8:58AM 9:58AM	3RD PERIOD 10:01AM 11:01AM	4TH PERIOD 11:04AM 12:04PM		1ST PERIOD 12:56PM 1:56PM	2ND PERIOD 1:59PM 2:59PM	3RD PERIOD 3:02PM 4:02PM	4TH PERIOD 4:05PM 5:05PM		
1	ELA TEACHER	FACE-TO-FACE 9TH/10TH	FACE-TO-FACE 11TH	REMOTE 11TH/12TH	FACE-TO-FACE 12TH		FACE-TO-FACE 9TH/10TH	FACE-TO-FACE 11TH	REMOTE 9TH/10TH	FACE-TO-FACE 12TH		
2	MATH TEACHER	FACE-TO-FACE 11TH	FACE-TO-FACE 12TH	FACE-TO-FACE 9TH/10TH	REMOTE 11TH/12TH		FACE-TO-FACE 11TH	FACE-TO-FACE 12TH	FACE-TO-FACE 9TH/10TH	REMOTE 9TH/10TH		
3	SCIENCE TEACHER	FACE-TO-FACE 12TH	REMOTE 11TH/12TH	FACE-TO-FACE 11TH	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 12TH	REMOTE 9TH/10TH	FACE-TO-FACE 11TH	FACE-TO-FACE 9TH/10TH		
4	SOCIAL STUDIES TEACHER	REMOTE 11TH/12TH	FACE-TO-FACE 9TH/10TH	FACE-TO-FACE 12TH	FACE-TO-FACE 11TH		REMOTE 9TH/10TH	FACE-TO-FACE 9TH/10TH	FACE-TO-FACE 12TH	FACE-TO-FACE 11TH		
5	ELECTIVES TEACHER	FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE	REMOTE 11TH/12TH		FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE	REMOTE 9TH/10TH		
6	CYD TEACHER	FACE-TO-FACE	FACE-TO-FACE	REMOTE 11TH/12TH	FACE-TO-FACE		FACE-TO-FACE	FACE-TO-FACE	REMOTE 9TH/10TH	FACE-TO-FACE		
7	SPED SUPPORT SERVICES STAFF	FACE-TO-FACE	REMOTE 11TH/12TH	FACE-TO-FACE	FACE-TO-FACE		FACE-TO-FACE	REMOTE 9TH/10TH	FACE-TO-FACE	FACE-TO-FACE		
8	ESL SUPPORT SERVICES STAFF	REMOTE 11TH/12TH	FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE		REMOTE 9TH/10TH	FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE		
9	TEACHER FOR PRS/CEHI SERVICES	FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE	REMOTE 11TH/12TH		FACE-TO-FACE	FACE-TO-FACE	FACE-TO-FACE	REMOTE 9TH/10TH		
COLOR KEY												
		Course Available for 9th and 10th Graders										
		Course Available for 11th Graders										
		Course Available for 12th Graders										
		Open Course Available for All Grades										
		Remote Instruction Student Support										
		Remote Instruction Special Services Support										

INSTRUCTIONAL SCHEDULE FOR OPTION 2

- ✓ Once all planning phase information was considered, the task for determined that the Option 2 instructional schedule was most feasible to offer at the following five TPHS campuses: TPHS-Laredo North, TPHS-Laredo South, TPHS-Lubbock, TPHS-RGV Mercedes, and TPHS-RGV McAllen.

SCHEDULE DETAILS

Option 2 – Hybrid Instructional Schedule for Face-to-Face (F2F) Instruction

Under Option 2, students who choose F2F instruction will attend school **on-campus**, on a hybrid schedule. While on-campus, students will be required to follow safety (i.e. **wear face coverings**), sanitation, and social distancing expectations. This hybrid schedule will help to reduce the number of individuals on a campus at any one time and increase the total number of students served in an on-campus setting. This hybrid schedule will offer students an opportunity to be on-campus at least **40%** of the days in each grading cycle (nine-week period). [The four nine-week grading cycle total to the required 180 days of instruction.]

- ✓ In Option 2, students will be divided into two COHORTS [**COHORT A** and **COHORT B**]. COHORTS will take turns being in-person, on-campus every other week on an alternating schedule. [For example:]
 - On Week 1, **COHORT A** will learn in-person, on-campus with subject specific teachers and **COHORT B** will learn via remote/virtual instruction.
 - On Week 2, **COHORT B** will learn in-person, on-campus with subject specific teachers and **COHORT A** will learn via remote/virtual instruction.
- ✓ For the 2020-2021 School Year, TPHS will schedule students for on-campus instruction ONLY in the AM TRACK. The PM TRACK, will be dedicated, remote instruction periods. MID-DAY TRACK scheduling will be suspended. This will be done to assure that we minimize opportunities for students to gather and to maximize social distancing in the facility common areas and primarily in the classrooms.

- ✓ **Student Cohorts** – The example master teacher schedule below demonstrates how the campus principals can group students by cohorts [i.e. grade levels, academic needs, EOC needs] always assuring that classes are well balanced to ensure proper social distancing.

Option 2 - Remote/Virtual Learning

Under Option 2, students who choose remote/virtual learning and on those days when COHORTS are scheduled for remote/virtual instruction, students will participate in classroom instruction via remote/virtual learning through **asynchronous instruction**. Students will be expected to complete and submit assignments **on a daily basis** as communicated by the remote/virtual learning teacher(s). This home-learning model will be an extension of the classroom and will include the same high-level expectations for participation and assignments as F2F.

The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments.

- ✓ **Student Cohorts** – For remote/virtual learning, the campus principals can also group students by cohorts [i.e. grade levels, academic needs, EOC needs].
- ✓ **Student Access To Instructional Support** – To address the needs of students during remote/virtual learning, TPHS will provide teachers the four periods of the PM track, to allow them to connect remotely with students and/or to assure that students are demonstrating progress through independent engagement. During these remote learning periods, teachers will only be addressing remote learning and not be addressing F2F instruction.

During remote instruction periods, teachers will provide “**Remote Instructional Student Support**” and host “**Office Hours**”. Remote instruction students would be able to acquire assistance or participate in planned group meetings/tutoring sessions on a daily basis. Remote student assistance timeframes provide students with a clear means to engage with academic material on a daily basis by content area. Teacher Office Hours will be scheduled during the PM track.

- ✓ **Additional Support for Students with Learning Needs** – Students who are identified in any special program (i.e. special education, bilingual/ESL, 504) will receive required supports established by their Individualized Education Plan (IEP) regardless of learning model to ensure Free and Appropriate Public Education (FAPE).

Special Education and ESL support services staff, as their general education counterparts, will have the four periods during the afternoon track, to connect remotely with students and/or to assure that students are demonstrating progress through independent engagement. During these remote learning periods, special program support staff will only be addressing the remote learning needs of eligible students and not be addressing F2F instruction.

During remote instruction periods, special program support staff will provide “**Remote Instructional Student Support**” and host “**Office Hours**”. Remote instruction students would be able to acquire additional assistance or participate in planned group meetings/tutoring sessions on a daily basis. Remote student assistance timeframes provide students with a clear means to engage with academic material on a daily basis by content area. Special Program Staff Office Hours will be scheduled during the PM track.

All supports, resources, accommodations and modifications will be provided to students consistently and effectively through general education teachers and program specific staff in both F2F and asynchronous remote/virtual learning options. General education homebound, special education homebound, CEHI, and PRS services will also be provided with required services within the F2F or asynchronous options during the times reflected in the schedule below.

EXAMPLE INSTRUCTIONAL SCHEDULE FOR OPTION 2

OPTION 2: MASTER TEACHER SCHEDULE FOR WEEK 1 [A/B ROTATING WEEKLY SCHEDULE]																
		AM TRACK								LUNCH	PM TRACK					
RM	TEACHER	1ST PERIOD	3	2ND PERIOD	3	3RD PERIOD	3	4TH PERIOD	1ST PERIOD		3	2ND PERIOD	3	3RD PERIOD	3	4TH PERIOD
#		7:55AM 8:55AM	P	8:58AM 9:58AM	P	10:01AM 11:01AM	P	11:04AM 12:04PM	12:04PM 12:53PM	12:56PM 1:56PM	P	1:59PM 2:59PM	P	3:02PM 4:02PM	P	4:05PM 5:05PM
1	ELA TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
2	MATH TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
3	SCIENCE TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
4	SOCIAL STUDIES TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
5	ELECTIVES TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
6	CTED TEACHER	FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		FACE-TO-FACE 9TH/10TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
7	SPED SUPPORT SERVICES STAFF	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
8	ESL SUPPORT SERVICES STAFF	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH
9	TEACHER FOR PRS/CEHI SERVICES	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH		REMOTE 11TH/12TH

OPTION 2: MASTER TEACHER SCHEDULE FOR WEEK 2 [A/B ROTATING WEEKLY SCHEDULE]																
		AM TRACK								LUNCH	PM TRACK					
RM	TEACHER	1ST PERIOD 7:55AM 8:55AM	3 P	2ND PERIOD 8:58AM 9:58AM	3 P	3RD PERIOD 10:01AM 11:01AM	3 P	4TH PERIOD 11:04AM 12:04PM	1ST PERIOD 12:56PM 1:56PM		3 P	2ND PERIOD 1:59PM 2:59PM	3 P	3RD PERIOD 3:02PM 4:02PM	3 P	4TH PERIOD 4:05PM 5:05PM
#																
1	ELA TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
2	MATH TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
3	SCIENCE TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
4	SOCIAL STUDIES TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
5	ELECTIVES TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
6	CTED TEACHER	FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		FACE-TO-FACE 11TH/12TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
7	SPED SUPPORT SERVICES STAFF	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
8	ESL SUPPORT SERVICES STAFF	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH
9	TEACHER FOR PRS/CEHI SERVICES	FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		FACE-TO-FACE		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH		REMOTE 9TH/10TH

ELECTIVES

Some elective courses may have assignments that can only reasonably be completed in person, even if some components of the course could be taught virtually. These courses will be made available to students who are otherwise learning virtually, although TPHS can require a student to come to campus to complete a required assignment or project for an elective course if the course required assignments that cannot be reasonably completed remotely.

Some courses may require a student to obtain equipment from campus in order to complete coursework virtually. TPHS will communicate which courses have on campus requirements before the start of the course that failure to complete the required on-campus assignment could cause the student to not be awarded course credit. The notification will ensure students have an option to select courses that can be completed remotely if desired.

EXAMPLE STUDENT SCHEDULE DURING REMOTE/VIRTUAL ASYNCHRONOUS INSTRUCTION

TIMEFRAME		ACTIVITY
<p>Student on a Daily Basis:</p> <ol style="list-style-type: none"> Create a space at home that will help you keep focused on your assignments. For example, make sure that your space: <ol style="list-style-type: none"> Has sufficient lighting, Is free from distractions, and Is comfortable to work in. Make sure that you have all of the materials you need. Paper, pencil, Chromebook, or laptop etc. and that everything is fully functioning. Create a daily routine in which you can feasibly spend at least four (4) hours a day working on your assignments. It is best to work through the four hours straight; but if you cannot do the four hours consecutively, make sure that you stick to the schedule you develop on a daily basis. Here is an example: 		
1 ST PERIOD	FIRST 15 MIN.	OPENING ROUTINE Student: prepare your workspace and login in to the LMS (Google Classroom or Plato/A+) to review daily agenda and review materials and assignments. If you received a paper packet, review the assignment(s) that you received for that period for that day.
	30 MIN.	Student: <ul style="list-style-type: none"> ✓ Begin to work on assignments to include bell ringer and opening activity (in the LMS or paper packet), or ✓ If you were previously instructed by your teacher: <ul style="list-style-type: none"> ▪ Login to a live session with your teacher and classmates. ▪ Actively participate in the lesson and discussions. ▪ Logoff of live session. or ✓ Engage in a discussion via telephonic conference with teacher and classmates.
	LAST 15 MIN.	CLOSING ROUTINE Student: take this time to work on independent assignments, discussion boards, assigned readings, work problems, etc. and submit any completed assignments to include exit tickets via the LMS, email, or other mode as determined by your teacher.
2 ND PERIOD	FIRST 15 MIN.	OPENING ROUTINE Student: prepare your workspace and login in to the LMS (Google Classroom or Plato/A+) to review daily agenda and review materials and assignments. If you received a paper packet, review the assignment(s) that you received for that period for that day.
	30 MIN.	Student: <ul style="list-style-type: none"> ✓ Begin to work on assignments to include bell ringer and opening activity (in the LMS or paper packet), or ✓ If you were previously instructed by your teacher: <ul style="list-style-type: none"> ▪ Login to a live session with your teacher and classmates. ▪ Actively participate in the lesson and discussions. ▪ Logoff of live session. or ✓ Engage in a discussion via telephonic conference with teacher and classmates.
	LAST 15 MIN.	CLOSING ROUTINE Student: take this time to work on independent assignments, discussion boards, assigned readings, work problems, etc. and submit any completed assignments to include exit tickets via the LMS, email, or other mode as determined by your teacher.
10 MIN.		BREAK
3 RD PERIOD	FIRST 15 MIN.	OPENING ROUTINE Student: prepare your workspace and login in to the LMS (Google Classroom or Plato/A+) to review daily agenda and review materials and assignments. If you received a paper packet, review the assignment(s) that you received for that period for that day.
	30 MIN.	Student: <ul style="list-style-type: none"> ✓ Begin to work on assignments to include bell ringer and opening activity (in the LMS or paper packet), or ✓ If you were previously instructed by your teacher: <ul style="list-style-type: none"> ▪ Login to a live session with your teacher and classmates. ▪ Actively participate in the lesson and discussions. ▪ Logoff of live session. or ✓ Engage in a discussion via telephonic conference with teacher and classmates.
	LAST 15 MIN.	CLOSING ROUTINE Student: take this time to work on independent assignments, discussion boards, assigned readings, work problems, etc. and submit any completed assignments to include exit tickets via the LMS, email, or other mode as determined by your teacher.

4 TH PERIOD	FIRST 15 MIN.	OPENING ROUTINE Student: prepare your workspace and login in to the LMS (Google Classroom or Plato/A+) to review daily agenda and review materials and assignments. If you received a paper packet, review the assignment(s) that you received for that period for that day.
	30 MIN.	Student: <ul style="list-style-type: none"> ✓ Begin to work on assignments to include bell ringer and exit ticket (in the LMS or paper packet), or ✓ If you were previously instructed by your teacher: <ul style="list-style-type: none"> ▪ Login to a live session with your teacher and classmates. ▪ Actively participate in the lesson and discussions. ▪ Logoff of live session. or ✓ Engage in a discussion via telephonic conference with teacher and classmates.
	LAST 15 MIN.	CLOSING ROUTINE Student: take this time to work on independent assignments, discussion boards, assigned readings, work problems, etc. and submit any completed assignments via the LMS, email, or other mode as determined by your teacher.
	240 MIN.	PER DAY/PER TRACK

INSTRUCTIONAL MATERIALS DESIGN

This section of the plan addresses how instructional materials support the asynchronous environment, including how all students can access instructional materials.

- 2.1. With full, TEKS aligned curriculum that can be executed in an asynchronous remote learning environment, including:
 - 2.1.1. TEKS aligned instructional materials and assessments,
 - 2.1.2. Clear research/evidence-base for how instructional materials and assessments have been designed/adapted for asynchronous instructions,
 - 2.1.3. Clear research/evidence-base for how instructional materials will ensure a coherent, logical sequence of learning and consistently provide opportunities to reinforce concepts to improve retention of knowledge as students move between learning environments.
- 2.2. With specifically designed resources to support students with disabilities and English learners in an asynchronous environment, including:
 - 2.2.1. Resources designed to support students with disabilities and English learners,
 - 2.2.2. Clear plans for all students with disabilities and English learners to receive the needed support through the use of the instructional materials.

MATERIAL DESIGN DETAILS

As per TEC, §28.002, TPHS' asynchronous instructional method will address the required curriculum, the Texas Essential Knowledge and Skills (TEKS) for each subject/course.

TPHS' 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, and
- ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure the retention of knowledge in asynchronous environments.

Research/evidence-based instructional materials used to develop the TPHS TEKS-aligned curriculum are:

- ✓ **Texas Curriculum Management Program Cooperative (TCMPC)/TEKS Resource System (TRS)** – The TCMPC provides content and support for an online curriculum management system known as the TEKS Resource System. The content include curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for the following high school subject areas:
 - English Language Arts and Reading
 - Mathematics
 - Science
 - Social Studies

The TCMPC/TRS assists schools in operating in an efficient and cost effective way. By providing a curriculum management system that is aligned to the TEKS, it allows teachers to focus their time on students in the classroom.

- ✓ **PLATO/A+** – Plato Courseware by Edmentum is a standards-based, online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. The program authors develop rigorous, relevant curricula that challenge students, and the program's 21st-century approach is designed to complement a variety of learning environments. Plato Courseware can be used in a lab setting, a blended model in which online courses supplement the traditional classroom or a completely virtual experience. The program is designed to deliver individualized learning to students and to provide teachers with essential student data to tailor their instruction. (General education curriculum that is customizable to address the needs of struggling students and students with disabilities.) The content include curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for the following high school subject areas:
 - English Language Arts and Reading
 - Mathematics
 - Science & Science Laboratory Coursework
 - Social Studies
 - Electives
 - Career Technical Education (CTE)
 - Career Readiness
 - College Preparation

- ✓ **Texas Home Learning (THL) 3.0** – TEKS aligned suite of resources that educators use fully or in part that are customized for Texas and for continuity between remote and classroom environments. THL 3.0 materials are being developed specifically for Texas schools. Instructional materials undergo a rigorous review process that includes Texas teachers' feedback to confirm alignment with TEKS and quality standards before being released. THL 3.0 consists of the following components:
 - Unit plans and daily lesson plans aligned to Texas standards
 - Teacher, student and family supports
 - Digital format with printing capability
 - Accessibility supports for all learners
 - Formative and summative unit assessments
 - Built in progress monitoring

THL 3.0 currently has 9-12 math courses available and is pending rollout of 9-12 ELAR, Science, and Social Studies.

- ✓ **Freckle** – Provided by Renaissance Learning is research-based differentiated instruction in the classroom. Freckle allows students to practice skills at their level. All students start with a pre-test. The pre-test determines their starting level. As students work Freckle is constantly adjusting the level. Freckle provided students with remediation activities when they are struggling, and pushed them onto more advanced activities when they are doing well. (Specifically targets instructional support for students with disabilities and students with learning gaps)
 - English Language Arts and Reading
 - Mathematics
 - Social Studies

- ✓ **Ellevation** – Provides a set of research-based instructional practices and activities to help classroom teachers plan instruction and apply the techniques necessary to help ELs acquire language and master grade-level content. (Specifically targets instructional support for students who are learning the English language)
 - Ellevation works in coordination with English Language Proficiency Standards (ELPS) and so the instructional practices and activities can be utilized in all content areas at all grade levels.

- ✓ **Campus-Based Instructional Resources and TEA Approved & Adopted Instructional Materials** – TPHS will use other TEKS-based, state-adopted instructional materials in content areas to support mastery of standards in all content areas.

Current TEKS-aligned instructional materials as well as TRS materials have been adapted to an asynchronous environment through placement in the Google Classroom LMS. Tools such as interactive lecture, creation of short videos, quizzes, and reflection opportunities will be used when adapting materials to an asynchronous platform.

Students may be provided notes, assigned reading tasks, or asked to create animations covering topics individually or in groups. Google tools such as Slides, Sites and Blogs will be used in adapting materials to an online format.

Student collaboration in the TPHS asynchronous environment will be facilitated through Google Groups, Google Meet as well as Google tools such as Docs and Sheets that have built in collaboration tools. Collaborative assignments will be assigned to all students in both in-person and remote instruction and students will be grouped in order to in-person and remote students can work together.

TPHS will implement the above listed resources that are TEKS-based materials adopted by the charter districts. These resources will work to ensure teachers are adhering to the state standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendar to check for mastery. Teachers will reinforce any concepts that are below proficiency. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process. To ensure coherence and continuity, TPHS will leverage each resource for asynchronous instruction as follows:

RESOURCE	PRIMARY USE IN MATERIAL DESIGN
TEXAS CURRICULUM MANAGEMENT PROGRAM COOPERATIVE (TCMPC)/ TEKS RESOURCE SYSTEM (TRS)	<p>TPHS will use the TEKS Clarification tool from TRS to support teacher content knowledge of standards through job-embedded professional development and Professional Learning Communities.</p> <p>TPHS will use the Gap Implementation Tool from TRS to identify unfinished learning gaps that can be addressed and insert additional learning activities to close the learning gap and ensure students have the prerequisite skills needed to master grade level standards.</p> <p>TPHS will use the Instructional Focus Documents (IFD) for content areas to support teacher development of instruction units aligned to standards.</p> <p>TRS resources will be utilized by TPHS teachers to develop units of instruction for both in-person and remote learning.</p>
PLATO/A+	For all adopted content areas, PLATO/A+ will serve as a resource for instructional materials that are TEKS aligned for both in-person and remote learning. TPHS will leverage PLATO/A+ materials and a primary resource for instruction.
TEXAS HOME LEARNING (THL) 3.0	For all content areas, THL 3.0 will serve as a resource for instructional materials that are TEKS aligned for both in-person and remote learning. TPHS will leverage THL 3.0 materials as exemplar modules/units.
FRECKLE	For all content areas, TPHS will use Freckle, which will serve as a resource to provide leveled and personalized learning through differentiated lessons for students in special education, 504, and other special programs to ensure accessibility to the curriculum for both in-person and remote learning.
ELLEVATION	TPHS will use Ellevation, which will provide teachers with strategies, resources, and activities to support language acquisition and student accessibility to the grade level curriculum for all English language learners in both in-person and remote learning.
OTHER TEKS-BASED, STATE-ADOPTED INSTRUCTIONAL MATERIALS	TPHS will leverage other TEKS-based, state-adopted instructional materials in content areas to support mastery of standards in all content areas. In addition, TPHS will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning as a result of COVID-19.

2019-2020 TPHS Scope and Sequence documents for English I, English II, Algebra I, Biology, and US History will be used as the foundation to guide individual teacher planning.

- ✓ TPHS 2019-2020 Scope and Sequence documents use the components from TRS (TEKS Clarification Tool and the Instructional Focus Document).
- ✓ TPHS 2019-2020 Scope and Sequence documents address learning gaps with built-in re-teaching opportunities. This was purposely developed in July 2019 to assure that TPHS continues to remain focused on supporting students with significant, identified learning gaps that are at-risk of dropping out.
- ✓ TPHS 2019-2020 Scope and Sequence documents will be adjusted based on information gathered through the TRS Gap Implementation Tool.

However, ongoing student assessments and information from the Beginning of Year assessments will potentially modify the scope and sequence documents to ensure all students have sufficient opportunity to master grade and course level standards.

For students with disabilities, TPHS special education teachers will work collaboratively with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, LPAC, and 504 plans to generate student interest and motivation for learning, adapt content by providing leveled and personalized learning, and provide more affirmative, timely and corrective feedback.

Content specific instructional resources provided below:

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
ENGLISH LANGUAGE ARTS AND READING (ELAR)					
TRS: GAP IMPLEMENTATION TOOL	9-12	YES	Provides teachers a tool to identify gaps and adjust based on student need.	Provides teachers a tool to identify gaps and adjust based on student need.	None Teacher Tool
TRS: INSTRUCTIONAL FOCUS DOCUMENT & TEKS CLARIFICATION	9-12	YES	Provides focus and clarification for instruction including special education supports	Provides focus and clarification for instruction including EL supports	None Teacher Tool
TPHS SCOPE & SEQUENCE	9-12	YES	Provides teachers a tool to develop instructional units with embedded supports for students with disabilities.	Provides teachers a tool to develop instructional units with embedded supports for EL students.	None Teacher Tool
THL 3.0	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
STATE INTERIM ASSESSMENTS	9-12	YES	Summative assessment tool with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Online Data Tool
PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
FRECKLE	9-12	YES	Provides differentiation and leveling of material based on student performance	None	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	NO	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
MATHEMATICS					
TRS: GAP IMPLEMENTATION TOOL	9-12	YES	Provides teachers a tool to identify gaps and adjust based on student need.	Provides teachers a tool to identify gaps and adjust based on student need.	None Teacher Tool
TRS: INSTRUCTIONAL FOCUS DOCUMENT & TEKS CLARIFICATION	9-12	YES	Provides focus and clarification for instruction including special education supports.	Provides focus and clarification for instruction including EL supports.	None Teacher Tool
TPHS SCOPE & SEQUENCE	9-12	YES	Provides teachers a tool to develop instructional units with embedded supports for students with disabilities.	Provides teachers a tool to develop instructional units with embedded supports for EL students.	None Teacher Tool
THL 3.0	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
STATE INTERIM ASSESSMENTS	9-12	YES	Summative assessment tool with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Online Data Tool
PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
FRECKLE	9-12	YES	Provides differentiation and leveling of material based on student performance.	None	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students.	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	NO	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
SCIENCE					
TRS: GAP IMPLEMENTATION TOOL	9-12	YES	Provides teachers a tool to identify gaps and adjust based on student need.	Provides teachers a tool to identify gaps and adjust based on student need.	None Teacher Tool
TRS: INSTRUCTIONAL FOCUS DOCUMENT & TEKS CLARIFICATION	9-12	YES	Provides focus and clarification for instruction including special education supports.	Provides focus and clarification for instruction including EL supports.	None Teacher Tool

TPHS SCOPE & SEQUENCE	9-12	YES	Provides teachers a tool to develop instructional units with embedded supports for students with disabilities.	Provides teachers a tool to develop instructional units with embedded supports for EL students.	None Teacher Tool
THL 3.0	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
STATE INTERIM ASSESSMENTS	9-12	YES	Summative assessment tool with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Online Data Tool
PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students.	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	NO	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
SCIENCE LABORATORY COURSE					
TRS: GAP IMPLEMENTATION TOOL	9-12	YES	Provides teachers a tool to identify gaps and adjust based on student need.	Provides teachers a tool to identify gaps and adjust based on student need.	None Teacher Tool
TRS: INSTRUCTIONAL FOCUS DOCUMENT & TEKS CLARIFICATION	9-12	YES	Provides focus and clarification for instruction including special education supports.	Provides focus and clarification for instruction including EL supports.	None Teacher Tool
TPHS SCOPE & SEQUENCE	9-12	YES	Provides teachers a tool to develop instructional units with embedded supports for students with disabilities.	Provides teachers a tool to develop instructional units with embedded supports for EL students.	None Teacher Tool
THL 3.0	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
STATE INTERIM ASSESSMENTS	9-12	YES	Summative assessment tool with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Online Data Tool

PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students.	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	NO	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
SOCIAL STUDIES					
TRS: GAP IMPLEMENTATION TOOL	9-12	YES	Provides teachers a tool to identify gaps and adjust based on student need.	Provides teachers a tool to identify gaps and adjust based on student need.	None Teacher Tool
TRS: INSTRUCTIONAL FOCUS DOCUMENT & TEKS CLARIFICATION	9-12	YES	Provides focus and clarification for instruction including special education supports.	Provides focus and clarification for instruction including EL supports.	None Teacher Tool
TPHS SCOPE & SEQUENCE	9-12	YES	Provides teachers a tool to develop instructional units with embedded supports for students with disabilities.	Provides teachers a tool to develop instructional units with embedded supports for EL students.	None Teacher Tool
THL 3.0	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
STATE INTERIM ASSESSMENTS	9-12	YES	Summative assessment tool with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Online Data Tool
PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
FRECKLE	9-12	YES	Provides differentiation and leveling of material based on student performance.	None	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students.	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	YES	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL MATERIALS/ ASSESSMENT	GRADE LEVELS	TEKS ALIGNED	RESOURCES INCLUDED TO SUPPORT STUDENTS W/ DISABILITIES	RESOURCES ARE INCLUDED TO SUPPORT ELS	PRINT OR ONLINE INSTRUCTIONAL, DATA, OR TEACHER PLANNING TOOL
CAREER AND TECHNICAL EDUCATION (CTE)					
STAR 360	9-12	YES	Progress monitoring for IEP attainment and can be used as a universal screener.	Vocabulary Growth Measures English & Spanish	Online Data Tool
EDUPHORIA SUITE	9-12	YES	Ongoing assessment of student mastery with embedded testing supports.	Growth Measures Mastery Tracking Embedded Supports	Print & Online Data Tool
PLATO/A+	9-12	YES	Contains built in supports for students with disabilities.	Contains built in supports for ELs in each lesson.	Print & Online Instructional Tool
ELLEVATION	9-12	YES	None	Provide language acquisition support for EL students.	Print & Online Instructional Tool
GOOGLE TOOLS	9-12	NO	Tools to support differentiation and levelling.	Google Translate	Online Instructional Tool

INSTRUCTIONAL DELIVERY DETAILS

To effectively deliver the TEKS per course and to assure student accessibility of course materials, TPHS will include a 3E model: engagement, elaboration, and evaluation. TPHS will utilize two Learning Management Systems (LMS) for both F2F and remote/virtual learning options. These are:

1. Google Classrooms with the G-Suite Resources, and
2. PLATO/A+ by Edmentum.

✓ Google Classrooms with the G-Suite Resources

This LMS will include the following:

- Teachers will use unit planning to organize instructional delivery.
- Each instructional unit will be comprised of the following components:
 - Unit Name
 - TEKS {Define TEKS, Content Objective, Language Objective, and Length of Unit}
 - Unit Introduction [Activity(ies) and Assignment(s) to Introduce the Lesson]
 - Daily Bell Ringer [Opening Activity]
 - Daily Assignment [Assignment(s) to Acquire New Knowledge & Skills]
 - Daily Exit Ticket/Formative Assessment [Task to Determine Knowledge Acquisition]
 - Library [Differentiation and Support Resources for Special Education, English Learners, 504, and Struggling Students]
 - End of Unit Assessment/Summative Assessment
- To assure continuity and fluidity between learning options, all teacher-directed courses will use the Google Classroom LMS for both remote/virtual learning and face-to-face learning. This provides the flexibility to have short-term closures with no disruption to instructional continuity.
- Google Classroom assignments for students scheduled for remote/virtual instruction must be submitted by 11:59 PM daily. New daily bell ringer and assignment(s) will be released at 12:01 AM [Scheduled through Google Classroom.]
- The layout and information in the Google Classroom LMS will meet the requirements for quality instructional planning for teachers as defined by the Effective Schools Framework (ESF). No additional lesson planning tools will be required.
- 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.

✓ **PLATO/A+ by Edmentum**

This LMS will include the following:

- PLATO/A+ establishes a learning pathway for each student in each course based on a pre-test process that allows students to be exempted out of modules that have been mastered.
- Learning plan is placed into content modules that are sequenced logically to build on prior student knowledge
- The format of the learning module is lesson, practice, and quiz. Modules contain interactive content, reading activities, online activities, offline activities, and writing activities to engage the student in new learning.
- A student earns mastery on a module by achieving mastery of 80% or better.
- Course level assessments include pre-test, post-test in each module, end of semester test, and end of course test.
- To assure continuity and fluidity between learning options, all self-paced courses will use the PLATO/A+ LMS for both remote/virtual learning and face-to-face learning. This provides the flexibility to have short-term closures with no disruption to instructional continuity.
- PLATO/A+ assignments for students scheduled for remote/virtual instruction must be submitted by 11:59 PM daily.
- No additional lesson planning tools will be required.

✓ **Paper Packets** – delivery of asynchronous instruction via paper packet will be provided for the following situations:

- Although TPHS is equipped to deploy devices to each student on a 1:1 ratio [student to device]:
 - Some parents may not want to assume the responsibility of the device, may refuse the device, and request paper packets.
 - In other instances, when devices were issued, to include hot spots, internet connectivity would fail from time to time, when this occurs, parents may request that their student be provided with paper packets.
- In anticipation of the above situations, TPHS will incorporate into the asynchronous instructional plan, the ability for our parents and students to request paper packets as a means to deliver instruction.
- Moreover, to properly account for a student's daily engagement measure even if they requested a paper packet the teacher will determine if a student met their measure for attendance purposes via a scripted telephone call, texted message, email, assignment drop-off etc. The teacher and student will interact daily over the phone or other listed communication; participate in a focused discussion of the student's academic work and progress as an alternative to online engagement methods.
- The packet would contain the same amount of academic content as in a regular, on-campus school day with materials that are designed for an asynchronous learning environment. The student would drop off a completed packet at the end of an instructional week and on that same day, pick-up a new packet for the following week's work for each scheduled course. Through daily engagement, to include regularly turning in, grading, the teacher will be providing feedback on the paper packets.

STUDENT PROGRESS MONITORING

This section of the plan addresses how student engagement and progress is being tracked in the asynchronous environment.

- 3.1. Daily student engagement is defined, trackable, and includes expectations for daily student engagement that is consistent with progress that would occur in an on-campus environment, including:
 - 3.1.1. Clear expectations for daily student engagement,
 - 3.1.2. A system for tracking daily student engagement,
 - 3.1.3. Clear expectations for daily student engagement that are consistent with progress that would occur in an on-campus environment.
- 3.2. System for tracking student academic progress to inform instruction and to provide regular feedback to students on their progress, including:
 - 3.2.1. Clear system for tracking student academic progress,
 - 3.2.2. Clear system for providing regular (at least weekly) feedback to all students on progress.

DAILY ENGAGEMENT TRACKING DETAILS

Daily student engagement will be tracked through the TPHS attendance mechanism. TPHS understand that consistent school attendance is an essential component of each student's education. Absences will affect a student's ability to succeed in class; therefore, every effort will be made to keep students engaged daily.

To this effect, whether the student chooses to participate in remote/virtual or face-to-face instruction, they will be expected to participate daily and fully engage daily as communicated by the teacher to receive attendance credit.

- In addition, per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered in order to be awarded credit for the course to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year and applies to both face-to-face and remote/virtual instruction.
- ✓ **Attendance Tracking for Student Receiving F2F Instruction** – For students participating in F2F instruction, TPHS will utilize the attendance taking protocol established prior to COVID-19. Therefore, the mechanism utilized by teachers to capture the official attendance will continue to be electronically recorded and tracked by teachers by period via the Ascender Teacher Portal.

At the start of each instructional period, teachers will log into the Ascender Teacher Portal utilizing their unique password, select the roster for the period they are conducting roll call for and record attendance using their pin number as their electronic signature. Steps for recording in-person attendance are as follows:

1. The teacher calls each student listed on the Ascender Teacher Portal roster out loud by name,
2. The teacher must verify visually that the student is present, and
3. Each teacher will post attendance daily, period by period, for each student scheduled in their courses. Attendance is posted, by the teacher entering any students not present/absent into the system accordingly.
4. For FSP purposes, official attendance taking times will continue to be as specified in Table 1.1 below.

TABLE 1.1	
TRACK	TIME
AM	9:15AM
PM	2:30PM

NOTE: *If a student that opted for face-to-face instruction is not physically present for ANY reason, the student may use one of the remote asynchronous instructional practices to document that engagement and daily progress occurred on that day assuring that the student can be marked present for attendance purposes on that day.*

- ✓ **Attendance Tracking for Students Receiving Remote/Virtual Instruction** – Under remote/virtual instruction, students who are engaged on a given day will be marked **remote asynchronous present** and generate funding on that day. Students who are not engaged will be marked absent for the day and the attendance cannot be changed based on the student completing an assignment or participating in some other asynchronous engagement at a later date.

Attendance will be taken/tracked daily by the student's second period teacher in the Ascender Teacher Portal, as determined through engagement. Students will earn daily attendance by demonstrating engagement through the approved methods. Measurement frequency is daily. Student can be engaged any time during the instructional day starting at 12:00AM thru 11:59PM thru:

- ✓ Daily progress in the Learning Management System (LMS) (i.e. Google Classroom, Plato/A+);
- ✓ Daily progress via teacher-student interactions (i.e. Google Voice calls, email); and
- ✓ Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, paper-packet assignment drop-offs, or regular mail).
- ✓ **Disengaged Students Receiving F2F or Remote/Virtual Instruction** – For students that are disengaged whether they are receiving F2F or remote/virtual instruction, TPHS will implement the established Campus Attendance Committee policy.

The Campus Attendance Committee has the responsibility of reviewing attendance data for students who have excessive absences or have been absent for more than 25% of class meetings. After consulting with the teacher, the committee

may grant credit if the absences are due to extenuating circumstances, and upon completion of any stipulations made by the committee.

The Principal appoints the Campus Attendance Committee and most of the members are faculty members. Students with unexcused absences between 10%-25% of class meetings may have credit restored upon successful completion of a plan approved by the Attendance Committee.

The Campus Attendance Committee **does not excuse absences nor change the attendance record**. A committee determination to grant credit or promotion due to extenuating circumstances does not change the attendance record of the student. An override is initiated to grant the credit or promotion, while the attendance record remains unchanged. Likewise, the determination of a campus attendance committee does not affect any court cases filed against a student or the parent for unexcused absences.

By communicating student engagement expectations, presenting the consequences, and implementing a contract, the committee intervenes to assure student academic success. More importantly is their on-going monitoring of the attendance data.

ACADEMIC PROGRESS TRACKING DETAILS

TPHS will aggressively monitor the expected student progress for all students participating in both in F2F and remote/virtual instruction through the established Ascender Teacher Portal [grade reporting mechanism].

Grading

State law requires each charter district to adopt its own grading policies. This policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment. TPHS grading policies are published annually on the www.triumphpublicschools.org website. Progress reports and report cards, along with parent conferences, will be used to communicate each student's progress and performance.

Teachers will be required to post grades on the Ascender Teacher Portal on a weekly basis to provide regular feedback to all students on course progress. Parents/Students will have access to course grades through the txConnect Parent Portal.

Grade Averaging

Starting with the 2015-2016 school year, half credits for a two-semester course may not be earned. Cycle grades for full, one-credit courses will be averaged and full credit will be earned at the end of the course.

- By way of explanation, partial credit will not be given if the student passes only one portion of a one-credit course. On the failed portion, a student with a grade of 65 – 69 has 10 school days immediately after the end of the nine-week period to make up the work with the teacher and achieve a passing grade for the failed portion. If the student fails to make a passing grade within the 10 days, at the end of the semester the student may have to retake the full class again. The Principal has the discretion to schedule the student or to have him/her take the course through self-paced, on-line courses, summer school, etc.

A final passing grade will be awarded if the average of both semesters is at least 70%. For courses taken through a self-paced program to include the American Preparatory Institute (API) program, a final passing grade will be awarded if the average of both semesters is at least 80%.

Final grades will be determined using the following method of averaging grades,

- 50% for daily work,
- 35% for quizzes and tests, and
- 15% for final exam.

Feedback Timelines

Daily feedback will be provided through the LMS through student work assignment completion. Teachers will document daily contact with students either by voice, electronic communication, or by assignment submission. Teachers will arrange regular check-ins with students – either one-on-one, small or large group settings. At a minimum, students and teachers will check-in once a day per period.

TPHS will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of students. It is possible that our most vulnerable students will face multiple challenges. During this time, we will maintain meaningful relationships and connections through personal contact with on-campus meetings, one-to-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 Google classroom with adaptations as needed for individual students. Instructional materials provided through the LMS will help to address students with disabilities and English learners.

Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material.

Completion Protocols

Students not making progress, not completing academic assignments or opting not to participate during the school year, will be eligible for opportunities to regain credit (i.e. summer school, virtual summer school, and intersession).

For More information regarding grading please refer to the student handbook: SECTION 3: ACADEMICS AND GRADING.

Student Progress

In order to support and reinforce the concepts taught by teachers and instructional support staff during the March through May school closures, TPHS is implementing a COVID-19 Closing the Gap Plan. The plan includes the following:

DATA COLLECTION	LESSON DESIGN	INTERVENTIONS	SUPPORT FOR STUDENTS, TEACHERS, & FAMILIES
<u>PURPOSE:</u> CREATE AND ADMINISTER STANDARDS-ALIGNED ASSESSMENTS.	<u>Purpose:</u> High-quality lessons that are focused on individual student needs and on the mastery of standards.	<u>Purpose:</u> Focused time by groups based on data driven decisions.	<u>Purpose:</u> On-site or virtual learning, social- emotional learning by school staff, technology integration support and training.
<u>RESOURCES:</u> QUICK CHECKS BELL-RINGERS EXIT TICKETS FORMATIVE ASSESSMENTS PROGRESS MONITORING INTERIM ASSESSMENTS BEGINNING OF YEAR ASSESSMENTS DATA DRIVEN INSTRUCTION PROCESSES STAR 360 EDUPHORIA AWARE ASSESSMENTS	<u>Resources:</u> TEKS Resource System Professional Learning Communities Scope and Sequence Action Coaching Freckle Ellevation PLATO/A+	<u>Resources:</u> Assessment Calendars CLT Data Monitoring Action Coaching Professional Learning Communities	<u>Resources:</u> Technology Training Support Help Lines Professional Learning Communities Social-Emotional Supports Parent/Guardian Training Trauma Support

Data Collection Assessment System

TPHS has an established assessment framework to gather student performance data on a routine and consistent basis to align instruction to student needs based on TEKS mastery.

- ✓ Individual Education Plans (IEPs) will be adhered to in all testing environments.
- ✓ Teachers and school testing coordinators will be trained on how to deliver online assessments.
- ✓ Test security protocols will be put in place in school and remotely.
- ✓ Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the LMS.
- ✓ All assessments will guide instruction.

2020-2021 Student Formative Assessment System & Schedule

ACTIVITY	STUDENT POPULATION	ASSESSMENT TOOL	DATE OF ASSESSMENT
PRE-TESTING	All Students	PLATO/A+	Prior to Unit
BELL-RINGER	All Students	Google Class	Daily
DAILY GRADED ASSIGNMENT	All Students	Varied/ Instructional Tools	Daily
DAILY EXIT TICKET	All Students	Varied/ Instructional Tools	Daily
UNIT ASSESSMENT	All Students	Google Form/Quiz	End of a Unit

2020-2021 Student Summative Assessment System & Schedule

ACTIVITY	STUDENT POPULATION	ASSESSMENT TOOL	DATE OF ASSESSMENT	TEST DEVELOPMENT	CHARTER DISTRICT ASSESSMENT APPROVAL DATE	ASSESSMENT REQUIREMENTS
BEGINNING OF YEAR ASSESSMENTS IN ENGLISH I, ENGLISH II, ALGEBRA I, BIOLOGY, AND US HISTORY	Any student who will be taking a STAAR assessment for the first time and any retesting students in STAAR.	State Beginning of Year Assessments	Within the First 3-weeks of the year	N/A	N/A	N/A
1ST 9 WEEKS BENCHMARK ENGLISH I ENGLISH II ALGEBRA I BIOLOGY US HISTORY	All students required to take an English I, English II, Algebra I, Biology, and US History assessment in December 2019 or Spring 2020.	State Online Interim Assessment	Last 2 Weeks of the 1 st 9 weeks	N/A	N/A	N/A
2ND 9 WEEKS BENCHMARK ENGLISH I ENGLISH II ALGEBRA I BIOLOGY US HISTORY	All students required to take an EOC assessment in the Spring 2020 (First Time Test Taking Students Only).	State Online Interim Assessment	Last 2 Weeks of the 2 nd 9 weeks	N/A	N/A	N/A
3RD 9 WEEKS BENCHMARK ENGLISH I ENGLISH II ALGEBRA I BIOLOGY US HISTORY	All students required to take an EOC assessment in the Spring 2020 (Both First Time and Retest Students).	State Online Interim Assessment	Last 2 Weeks of the 3 rd 9 weeks	N/A	N/A	N/A
INITIAL SPECIAL PROGRAMS ASSESSMENT SPED BIL/ESL* 504 (ACADEMIC)	All students identified in the associated programs.	Star 360 Reading Math	Within the First 3 weeks of School	N/A	N/A	Bil/ESL students less than 3 years in US Schools would also be assessed in Spanish.
PROGRESS MONITORING OF SPECIAL PROGRAMS ASSESSMENT SPED BIL/ESL 504 (ACADEMIC)	All students identified in the associated programs.	Star 360 Reading Math	December 2020/ January 2021	N/A	N/A	N/A
FINAL PROGRESS MONITORING OF SPECIAL PROGRAMS ASSESSMENT	All students identified in the associated programs.	Star 360 Reading Math	April/May 2020	N/A	N/A	N/A

SPED BIL/ESL 504 (ACADEMIC)						
BIL/ESL NEWCOMER OR EXITING STUDENT ASSESSMENT	Students who are in the 1 st year of US schools OR students who are exiting the Bil/ESL program.	LAS Links All 4 Domains	Upon enrollment OR prior to exiting the Bil/ESL program	N/A	N/A	N/A
RTI PROGRAM REFERRAL AND PROGRESS MONITORING	Students who are referred to the Rtl program and all progress monitoring of Rtl.	Star 360 Reading Math Spanish	Upon referral or progress monitoring checkpoints	N/A	N/A	Specific assessments will be determined based on referral, area, or progress monitoring.
BIL/ESL LAS LINKS ASSESSMENT (COLLECTION OF TELPAS DATA THAT MAY NOT HAVE BEEN COLLECTED IN 2019- 2020)	Students who are recommended for identification and reclassification.	Las Links test in All 4 Domains	Within the 1st three Weeks of the 2nd 9 Weeks Period (October 2020)	N/A	N/A	N/A

Step-by-step process for collecting student performance data.

1. Gather student performance data through the administration of the Beginning of Year (BOY) assessments during the first 3-weeks of instruction for English I, English II, Algebra I, Biology and US History. Special program students will also be evaluated on current performance using the Star 360 program in English and Math (Spanish versions of Star 360 will be utilized for ELs).
2. Baseline data from assessments will determine where the gaps are with each student. Since they have been out for ABOUT 20 weeks, we expect there to be larger gaps than if they were just out for the summer.
3. Since we will not be starting out like a normal year, the scope and sequence documents will be evaluated to determine if any changes need to be made to ensure sufficient time for students to master standards. Fortunately, TPHS scope and sequence documents already have built in previous foundational skills needed to access grade level and course level standards because we serve an at-risk student population that typically enrolls with learning gaps. However, we will continue to refine the scope and sequence documents based on student performance data collected.
4. Teachers will collect daily formative assessments.
5. Teachers collect summative assessment data through Unit assessments at the end of every instructional unit.
6. Teachers will use Mastery Tracking documents to ensure students are mastering standards and to know which standards need to be recycled into future instruction.
7. At the end of each 9-week grading period, the State Interim Assessments will be given for all STAAR EOC courses for all students who will be required to meet expectations for a STAAR EOC exam at the end of the year.

Feedback Timelines

Daily feedback will be provided through the LMS through student work assignment completion. Teachers will document daily contact with students either by voice, electronic communication, or by assignment submission to include paper-packets. Teachers will arrange regular check-ins with students – either one-on-one, small or large group settings. At a minimum, students and teachers will check-in once a day per period.

TPHS will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of students. It is possible that our most vulnerable students will face multiple challenges. During this time, we will maintain meaningful relationships and connections through personal contact with on-campus meetings, one-to-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 Google classroom with adaptations as needed for individual students. Instructional materials provided through the LMS will help to address students with disabilities and English learners.

Appointments can be made by teacher and/or student/parent during teacher connection time to answer questions, remediate instruction, or to reteach difficult material.

Lesson Design

TPHS 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. TPHS will deliver a scope and sequence based on intentional alignment of standards based on student performance data.

Academic Interventions

TPHS will serve students in small and individual groups based on student performance on assessments to ensure that students have ample opportunity to learn, develop and master all grade level standards. Interventions will be developed through ongoing Professional Learning Communities and student performance tracking systems.

Educator, Parent, and Student Support

Classroom teachers, students, and learning coaches need on-going supports during this time. Campuses will create an on-site or virtual professional learning team by combining the expertise of the principal, curriculum staff, counselors, parent involvement coordinators, and social workers to support the campus staff and families of remote learners and the student on-campus. Parent support will be provided training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselors 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 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.

IMPLEMENTATION

[This part of the plan addresses specific supports for educators and families to implement effective remote asynchronous instruction.]

- 4.1. Professional development for educators is planned and specific to supporting asynchronous instruction, including:
 - 4.1.1. A pre-planned calendar for educators with specific supports for implementing asynchronous instruction,
 - 4.1.2. A professional development calendar that includes both initial and ongoing, job-embedded development opportunities,
 - 4.1.3. Clear expectations on how the professional learning will develop content knowledge to help educators internalize the asynchronous curriculum, analyze, and respond to data with the use of the instructional materials.
- 4.2. Explicit communication and support for families in order to support asynchronous work at home, including:
 - 4.2.1. A plan for explicit communication for families specific to expectations for asynchronous instructions,
 - 4.2.2. A plan that includes reasonable expectations for family engagement/support of students,
 - 4.2.3. A plan that includes additional supports, training, and/or resources for families who may need additional support.

TEACHER AND STAFF PROFESSIONAL DEVELOPMENT

TPHS is committed to ensuring a strong start through systems of staff, educator, and parent support and engagement specifically aligned to address the components and effective delivery of the described asynchronous plan.

TPHS will implement a shared Google Calendar system that documents and presents all opportunities for staff and educator support of asynchronous remote instruction.

DATE	CENTRAL OFFICE ADMINISTRATION	CAMPUS LEADERSHIP	TECHNOLOGY COORDINATORS	INSTRUCTIONAL STAFF	OTHER STAFF
JUNE 2020	Weekly Leadership Virtual Team Meetings Wednesday's at 3:00 PM – 4:00 PM CST			Project RISE – PLCs, SLOs, & Five Focus Areas for Teachers June 8-11, 2020	
JULY 2020	Weekly Leadership Virtual Team Meetings Wednesday's at 3:00 PM – 4:00 PM CST			Instructional Delivery Considerations During Asynchronous Virtual Instruction July 22, 2020 & July 30-31, 2020	
	TPHS Organization Wide Virtual Summer Conference July 20 - 33, 2020				
	Project RISE – Calibration Training for School Leaders July 28-29, 2020		Targeted LMS Training for Teachers As Requested by Principal	Targeted ESC Support Training Based on Specific Campus Need July 2020	
AUGUST 2020	Weekly Leadership Virtual Team Meetings Wednesday's at 3:00 PM – 4:00 PM CST			Targeted ESC Support Training Based on Specific Campus Need August 2020	
			Beginning of the Year Professional Development El Paso: August 6-12, 2020 (5 PD Days) Laredo: August 17-21, 2020 (5 PD Days) Lubbock: August 10-14, 2020 (5 PD Days) Rio Grande Valley: August 17-21, 2020 (5 PD Days)		
	Attendance Training and Student Daily Engagement in the TPHS Asynchronous Instructional Plan August 17-21, 2020				
FALL SEMESTER: SEPTEMBER OCTOBER NOVEMBER DECEMBER 2020	Weekly Leadership Virtual Team Meetings Wednesday's at 3:00 PM – 4:00 PM CST				
	Virtual Coffee Talks Weekly: Tuesday's 3:00 PM – 4:00 PM CST				
	Pajama PD Twice Monthly: Tuesday's 7:00 PM to 8:00 PM CST				
	Administrative Action Coaching or Data Driven Instruction Development Cycles 1 & 2 Scheduled with DCSI and ESC		Targeted LMS Training for Teachers As Requested by Principal	Teacher Action Coaching or Data Driven Instruction Cycles 1 & 2 Schedule Established between ESC, DSCI & Principal	
	DCSI & CLT Meetings Every 6-Weeks		Google Educator Certification Support (Level I and II) Ongoing	Project RISE Professional Development Aligned to Specific Campus Needs Scheduled Accordingly	
	Campus & District Level Professional Learning Communities (PLC) All Districts – Defined by Master Calendar				
	Ongoing ESC 1, 17 & 19 Support as needed through Continuous Improvement/ School Improvement & Targeted Improvement Support Scheduled as Requested by DCSI or Principal with ESC				
	Corporate Assistance Team (CAT) Support of Asynchronous Instruction at the District and Campus October 2020				
SPRING SEMESTER: JANUARY FEBRUARY MARCH	Weekly Leadership Virtual Team Meetings Wednesday's at 3:00 PM – 4:00 PM CST				
	Virtual Coffee Talks Weekly: Tuesday's 3:00 PM – 4:00 PM CST				
	Pajama PD Twice Monthly: Tuesday's 7:00 PM to 8:00 PM CST				

APRIL MAY 2021	Administrative Action Coaching or Data Driven Instruction Development Cycles 3 and Extend Scheduled with DCSI and ESC	Targeted LMS Training for Teachers As Requested by Principal	Teacher Action Coaching or Data Driven Instruction Cycles 3 and Extend Schedule Established between ESC, DSCI & Principal
	DCSI & CLT Meetings Every 6-Weeks	Google Educator Certification Support (Level I and II) Ongoing	Project RISE Professional Development Aligned to Specific Campus Needs Scheduled Accordingly
	Campus & District Level Professional Learning Communities (PLC) All Districts – Defined by Master Calendar		
	Ongoing ESC 1, 17 & 19 Support as needed through Continuous Improvement/ School Improvement & Targeted Improvement Support Scheduled as Requested by DCSI or Principal with ESC		
	Corporate Assistance Team (CAT) Support of Asynchronous Instruction at the District and Campus January & May 2021		
	LEADERSHIP TRACK	TECHNOLOGY TRACK	TEACHER/EDUCATOR TRACK

ALL STAFF TRACK

Alignment of staff and educator supports to the TPHP Asynchronous Plan is defined in the following table:

DEFINED SUPPORT	ALIGNMENT TO SUPPORT ASYNCHRONOUS INSTRUCTION
WEEKLY LEADERSHIP VIRTUAL TEAM MEETINGS	<p>Meetings are scheduled virtually via Zoom and facilitated by the Superintendent/CEO to provide a platform for Principals and Central Office Leadership to ensure staff are fully prepared to implement the Asynchronous Plan and monitor implementation of the plan.</p> <p>This is the time when TPHP leadership can proactively resolve problems, address concerns, be responsive to future developments and changes, and highlight successes happening at campuses. Meetings are scheduled every Wednesday from 3:00 PM to 4:00 PM CST</p>
ORGANIZATION-WIDE VIRTUAL SUMMER CONFERENCE JULY 20, 2020 – JULY 22, 2020	<p>As part of the summer program, staff participated in virtual professional development around technology-related sessions that chiefly focused on the selected LMS. Personnel also attended specific content area staff development and other sessions related to differentiated instruction and mental wellness.</p> <p>Moreover, TPHP coordinated an organization-wide Virtual Summer Conference on July 20-22, 2020 to address training in the following school reopening topics:</p> <ul style="list-style-type: none"> ✓ General HR Benefits Presentation ✓ Reporting & Response to COVID-19 Positive Cases on Campus ✓ COVID-19 Impact on Educator Ethics ✓ General Finance Session Payroll Procedures During School Closures ✓ Finance: Budgeting Consideration for Allowable Expenditures (Funding Sources, Coding, Cares ACT & EDGAR Rules) ✓ Daily Operations Q&A ✓ PEIMS, Attendance & Grade Reporting for F2F Instruction and Remote/Virtual Instruction ✓ Ascender Teacher Portal for Attendance & Grade Reporting ✓ TPHP-Pedagogy for Launching Asynchronous Instruction Systematically ✓ Teacher Evaluation Processes During School Closures ✓ SPED Program Protocols ✓ Renaissance Resources ✓ Motivational Speaker ✓ IT: Using Google Meet [To keep meeting links secured from student use.] ✓ IT: Using Google Drive with DriveStream for File Storage and Uniformity Across Applications ✓ Mental Wellness and Crisis Response

BEGINNING OF THE YEAR PROFESSIONAL DEVELOPMENT	<p>Beginning of the year professional development is provided at all campuses by the Principal and Campus Leadership Team. Each district and campus had 5 days of professional development prior to starting of school.</p> <p>El Paso: August 6-12, 2020 (5 PD Days) Laredo: August 17-21, 2020 (5 PD Days) Lubbock: August 10-14, 2020 (5 PD Days) Rio Grande Valley: August 17-21, 2020 (5 PD Days)</p> <p>School Reopening Topics and Instructional Asynchronous Plan topics included:</p> <ul style="list-style-type: none"> ✓ Asynchronous Instructional Planning in Google Classroom and PLATO/A+ Learning Management Systems ✓ Ongoing Coaching through Action Coaching in Remote/Virtual Setting ✓ Campus Performance Targets for 2020-2021 ✓ School Reopening Guidance/Plans ✓ Special Programs Training in an Asynchronous Environment (SPED, EL, 504, Homebound) ✓ A-F Accountability ✓ Edmentum/PLATO Courseware Training ✓ Required Compliance Training ✓ Observation/Coaching/T-TESS Training
ATTENDANCE TRAINING AND STUDENT DAILY ENGAGEMENT IN THE TPHS ASYNCHRONOUS INSTRUCTIONAL PLAN	<p>Specific training on updated attendance protocols for on-campus, face-to-face and remote/virtual asynchronous environments.</p> <p>Measurement frequency is daily. Students will earn daily attendance through daily engagement measure(s). Students will demonstrate engagement thru the following approved methods:</p> <ul style="list-style-type: none"> ✓ Daily progress in the Learning Management System (LMS) (i.e. Google Classroom, Plato/A+); ✓ Daily progress via teacher-student interactions (i.e. Google Voice calls, email); and ✓ Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or regular mail).
VIRTUAL COFFEE TALKS	<p>Professional development opportunity open to all staff to explore specifically asynchronous environment instructional topics. Each opportunity will explore a given set of skills and tools that will enhance teacher productivity to engage and build capacity in delivery of remote/virtual learning. Meetings will be weekly on Tuesdays at 3:00 PM – 4:00 PM CST. (See Example Agenda Below)</p>
PAJAMA PD	<p>Professional development opportunity open to all staff that extends on the “Virtual Coffee Talks” and gives staff members opportunities to practice, rehearse, and refine skill sets introduced. Meetings will be held twice a month on Tuesday’s from 7:00 PM to 8:00 PM CST. (See Example Agenda Below)</p> <p>The topics are specifically aligned to what is introduced in the Virtual Coffee Talks meetings and directly align with support teacher and educator growth in implementing an asynchronous instructional plan.</p>
PROJECT RISE – PLCS, SLOS, & FIVE FOCUS AREAS FOR TEACHERS & CALIBRATION TRAINING FOR SCHOOL LEADERS	<p>Project RISE is training provided through ESC 1 to eligible districts and campuses. This is specifically June 2020 training that addressed planning in the upcoming 2020-2021 school year. Anticipating student-learning gaps, Project RISE created training sessions around Student Learning Outcomes (SLOs), Professional Learning Communities (PLCs) and Five Focus Areas for Teachers. Project RISE presented these topics through the lens of remote/virtual instruction and how to address these three critical areas in an asynchronous environment.</p> <p>Project RISE also provides leadership development opportunities. Specifically in July 2020, leadership was working on how to ensure alignment and calibration of the T-TESS evaluation instrument in both face-to-face and asynchronous environments.</p>
INSTRUCTIONAL DELIVERY CONSIDERATIONS DURING ASYNCHRONOUS VIRTUAL INSTRUCTION	<p>ESC 1 Laredo Office provided TPHS Laredo with a series of virtual trainings to address quality formative assessments, asynchronous classroom management systems, and building school culture and connection in a remote/virtual environment. The trainings were provided on July 22, 2020 & July 30-31, 2020.</p>
TARGETED ESC SUPPORT TRAINING BASED ON SPECIFIC CAMPUS NEED	<p>TPHS districts and campuses reside in multiple ESC regions; however, the designated region is ESC 1. ESC 1, ESC 17, and ESC 19 all have a wonderful working relationship with TPHS DCSI and Principals and coordinate trainings that align to specific needs of the campus. Each ESC has provided training support during the beginning of the year staff development and have calendared training, support, and coaching on specific needs of the campus that align with implementation of the asynchronous instructional plan.</p>

SPECIFIC TECHNOLOGY TRAINING (LMS & GOOGLE CERTIFICATION)	<p>The asynchronous instructional plan is dependent on technology resources and creates a need for ongoing, job-embedded professional development support for teachers and staff members taking attendance. TPHS is addressing these needs with an IT ticket system where teachers and principals can proactively receive on-demand support and training as needed. The system is targeted to specific needs of staff and is time responsive to support the implementation of the asynchronous remote/virtual instruction.</p> <p>IT team is also supporting educators who are preparing for the Google Level I and Level II Educator Certification tests. TPHS is also supporting educators in developing deeper skills in Google through targeted Google trainings provided by ESC contracts.</p>
CORPORATE ASSESSMENT TEAM (CAT) SUPPORT OF ASYNC INSTRUCTION AT THE DISTRICT AND CAMPUS	<p>The Corporate Assessment Team (CAT) was developed as part of TPHS Charter System. The focus of this team is to establish a method of continual evaluation of all charter campuses to assure their efficacy. By implementing on-going assessment, central office staff will be better prepared to promptly identify areas of critical concern and to swiftly provide the needed support to its charter districts. The implementation of the CAT will ensure that the central office will be proactive in meeting the challenges of the ever-changing nature and increased rigor of the state curriculum and student assessment programs. It would also serve to wholly address administrative and organizational/operational matters per campus and would attach a higher level of accountability to key charter stakeholders. Through the use of this instrument, Principals will be able to communicate to the Superintendent any updates regarding implementation, monitoring, and evaluation of the recommended activities for improvement by the established timelines. The effective implementation of this plan will result in a successful program consequently leading to improved student performance.</p> <p>Prior to COVID-19, this central office level meeting was occurring via video conference. This practice will continue for the 2020-2021 schools year. Via this mechanism, we will continue to support campus leaders in the implementation of all aspects of campus operations. The team will provide guidance, correction and focus on the asynchronous remote/virtual instructional plan in the school year 2020-2021 in order to ensure that teachers have the necessary tools, resources, and opportunities to learn, grow, and become effective.</p>
DISTRICT & CAMPUS LEVEL PLC	<p>Each district and campus has calendared PLC meetings that address the needs and the goals of the campus. PLC's are supported by Project RISE training, capacity builders of action coaching and DDI, and ongoing support from ESC. PLCs will directly support teachers and educators in the implementation of the asynchronous remote/virtual instructional plan by addressing learning gaps, identifying strategies and interventions to support students and align teacher needs to timely training and professional development.</p>
ONGOING ACTION COACHING OR DATA DRIVEN INSTRUCTION TRAINING	<p>This component is a capacity builder that many of our campuses began in the 2019-2020 school year and was unable to complete due to COVID-19 school closure and disruption. As a result, all campuses who started this initially will continue with this capacity building in the 2020-2021 school year.</p> <p>The capacity builders have been adapted by ESC staff to apply to unique needs of the campus and for TPHS, the capacity builders will support the implementation of the asynchronous instructional plan.</p> <p>The capacity builders directly align needs of the teachers to necessary coaching supports, professional development, and activities that enhance their specific teaching skills.</p>

Introducing a New Professional Development Option



Virtual Coffee Talks

Facilitated by: M. Scott Carothers

Every Tuesday beginning September 1, 2020
3:00 -- 4:00 PM CST

Meetings provide a space for participants to dialogue with other members of the TPHS organization from across the state.

Meeting will address areas regarding instruction and asynchronous instructional skills.

[Join Meeting Here via Zoom](#)

Meeting ID: 856 9494 7159
Passcode: 639837

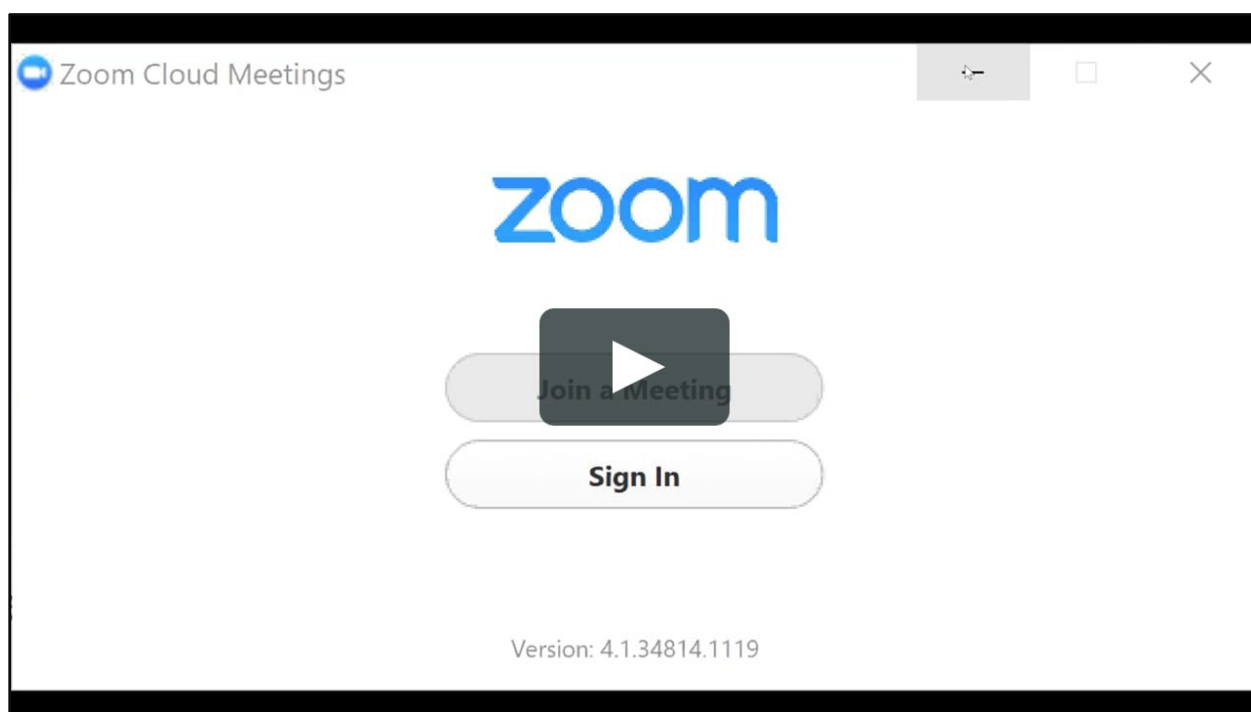
Target Audience(s):
Administrators, Teachers, Teaching Assistants, Special Program Staff

Come Join Us! We are here for YOU!

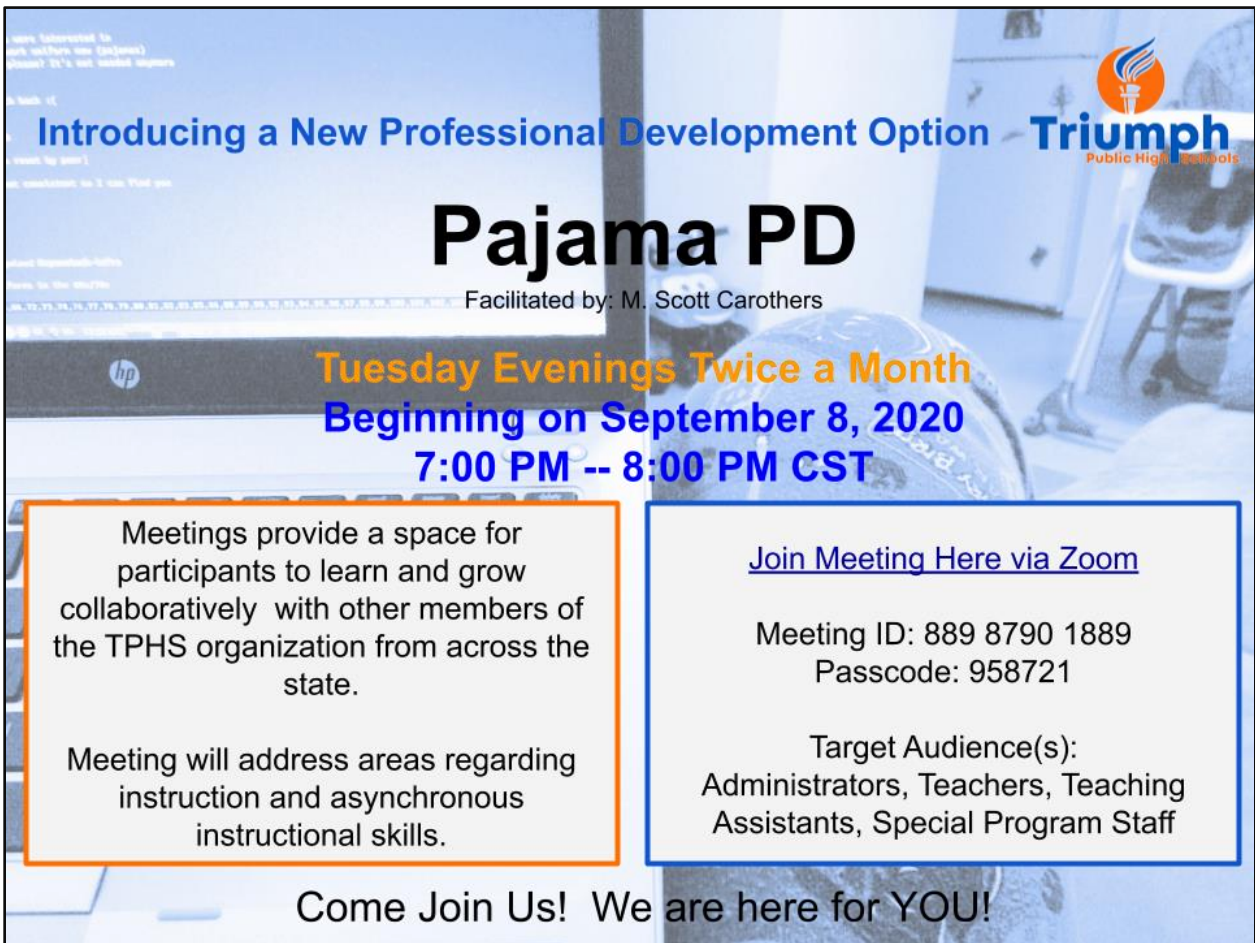
DATE	TOPIC
September 1	Understand how to set up a vision and structure for remote learning implementation and success (<i>TEA Quality Remote Instruction</i>)
September 8	Formative Assessment Tools: Google Slides with Google Add-Ons (Pear Deck, Nearpod & Poll Everywhere)
September 15	" <i>Distance Learning Playbook</i> " by Corwin Publishing -- Ideas to Manage Asynchronous Instruction (recommended reading)
September 22	Google Tools: Google Scholar, Choice Boards, and Forms/Quizzes
September 29	Taxonomy of Critical Reflection in Asynchronous Instruction
October 6	Better Questioning by Creating a Culture of Inquiry in Asynchronous Instruction
October 13	Google Tools: WOW and Wonder Protocols
October 20	Google Tools: The New Google Meet (with breakout rooms)
October 27	Instruction Support: Add Audio and Video Instructions to any Google Class

November 3	Let's Do Emoji's (How to Use Emoji's in Chrome with a Purpose)
November 10	Instruction Support: YouTube Live & Screencasting
November 17	Organization/Management: How to Use Google Drive to Manage Files
December 1	Instruction Support: Canvas & Google Sites

[Click on the link to below to JOIN THE ZOOM "COFFEE TALK"](#)



[REQUEST ACCESS TO MEETING RESOURCES, DOCUMENTS & ARCHIVED ZOOM MEETINGS HERE](#)



Introducing a New Professional Development Option **Triumph**
Public High Schools

Pajama PD

Facilitated by: M. Scott Carothers

Tuesday Evenings Twice a Month
Beginning on September 8, 2020
7:00 PM -- 8:00 PM CST

Meetings provide a space for participants to learn and grow collaboratively with other members of the TPHS organization from across the state.

Meeting will address areas regarding instruction and asynchronous instructional skills.

[Join Meeting Here via Zoom](#)

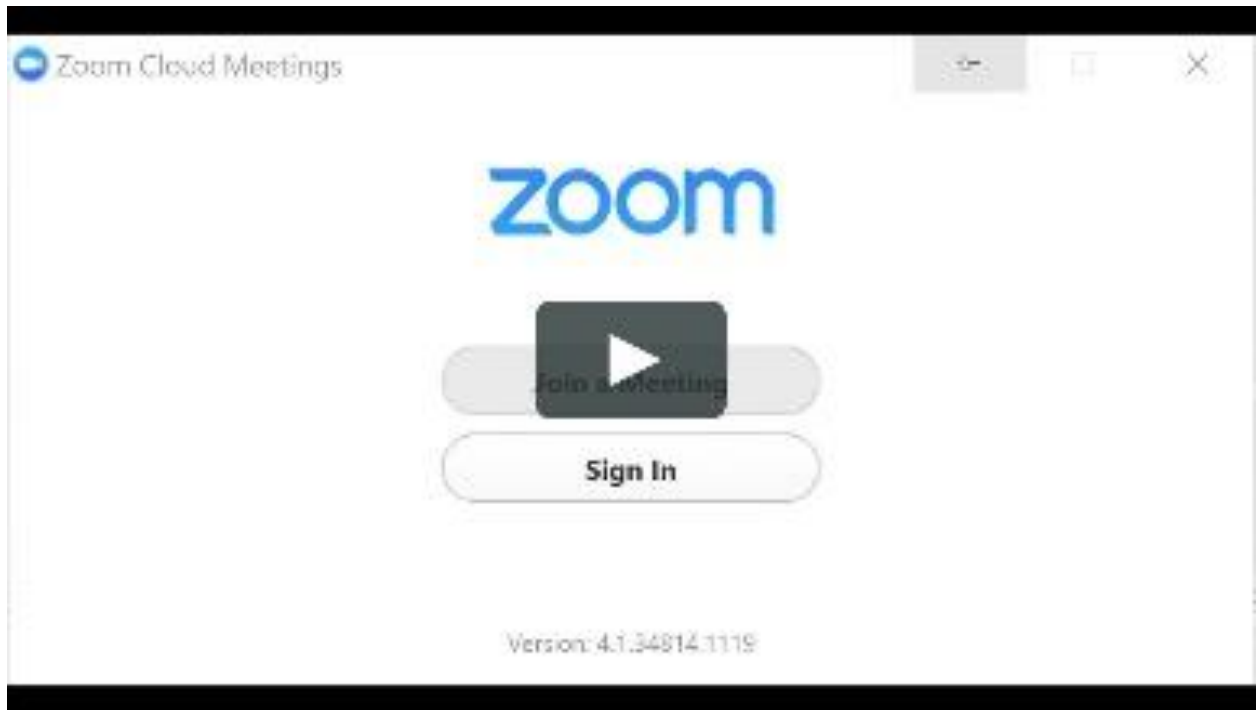
Meeting ID: 889 8790 1889
Passcode: 958721

Target Audience(s):
Administrators, Teachers, Teaching Assistants, Special Program Staff

Come Join Us! We are here for YOU!

DATE	TOPIC
September 8	Formative Assessment Tools: Pear Deck, Nearpod, Poll Anywhere
September 22	Google Tools: Scholar, Choice Boards, Quizzes & Question of the Day
October 6	"Distance Learning Playbook" by Corwin Publishing -- Ideas to Manage Asynchronous Instruction (recommended reading)
October 20	Google Tools: Sheets (Pivot Tables), Sits & Drawing (Will also cover the New Google Meet)
November 3	YouTube Live and Screencasting
November 17	Save Time and Stay Organized with Google Drive

[Click on the link to below to JOIN THE ZOOM “PAJAMA PD”](#)



[**REQUEST ACCESS TO MEETING RESOURCES, DOCUMENTS & ARCHIVED ZOOM MEETINGS HERE**](#)

COMMUNICATION AND SUPPORT FOR FAMILIES

TPHS understands that instructional planning has a profound impact on students and families and that asynchronous virtual/remote learning will create opportunities to support family and students during the 2020-2021 academic year.

The table below describes specific engagements that TPHS will use to communicate and support families.

ACTIVITY	FREQUENCY	PURPOSE
VIRTUAL STUDENT ORIENTATIONS	Prior to Starting School for each student and parent	Provide the student and the family a foundational understanding of the instructional options. School safety operations, and set expectations for instruction and safety.
ASCENDER PARENT PORTAL	Ongoing	Ongoing communication where parents can connect and get up to the moment grades and attendance for their child in all classes.
SCHOOLMESSENGER	Ongoing	Send out important updates and information regarding the campus.
CAMPUS VIRTUAL OPEN HOUSE	First 9-Weeks of School	Connect with parents and get a look at how things are progressing in the instructional program for their students. Gather information from the parent as to what strengths and areas of concern they may have with the asynchronous instructional plan.
VIRTUAL PARENT-TEACHER CONFERENCES	As Requested	A parent or a teacher can request to have a virtual or telephone conference regarding students. These meetings will address concerns and be an opportunity to problem solve and find solutions that students and/or families may be experiencing.
VIRTUAL REPORT CARD NIGHTS	End of Every 9 Weeks Period	Opportunity for parents to connect with teachers to review academic progress and resolve any problems that students and/or families may be experiencing.
PARENT TRAINING OPPORTUNITIES	Monthly	<p>These opportunities are designed to provide families with information and skills to ensure students who are working remotely have an appropriate learning environment, schedule, and appropriate monitoring to be successful in an asynchronous learning environment.</p> <p>Topics:</p> <ul style="list-style-type: none"> ✓ How to Support Your Child at Home ✓ How to Monitor Your Child is Working in Google Classroom/PLATO/A+ ✓ Social-Emotional Supports During Remote Instruction ✓ How to Prepare for State Assessments at Home <p>Parent training opportunities will not be provided in the months of December (due to holidays and state assessment), March (due to spring break), and May (due to end of year processes and graduation).</p>
GSSR FORM	Daily	The Student Daily Goal Setting and Self-Reflection Form (GSSR) " pronounced guesser " is an online google survey that the student will complete and submit as a clear means for them to communicate their academic and other immediate needs to the campus on a daily basis . Through this form, the student will be able to set daily goals and reflect on what they have learned and what added support they need for future learning.
ONGOING COMMUNICATION	As Requested by Parent	<p>For support regarding a course, assignment, or resource:</p> <ul style="list-style-type: none"> ✓ Contact the pertinent teacher. <p>For personal, academic, or social emotional concern:</p> <ul style="list-style-type: none"> ✓ Contact your school counselor or principal. <p>For other issues related to remote/virtual learning:</p> <ul style="list-style-type: none"> ✓ Contact your principal or school counselor. <p>For support regarding technology-related problems or issues:</p> <ul style="list-style-type: none"> ✓ Submit an IT help ticket through the established a Student Technical Support phone number or contact a teacher, principal, or counselor to help submit the IT help ticket for the parent/student.

INSTRUCTIONAL CONTINUITY TASK FORCE

M. Scott Carothers

Instructional Officer
Instructional Continuity Task Force Chair

Central Office Staff

Frances Berrones-Johnson

Superintendent/CEO

Maria Isabel Cano

PEIMS Manager

Dr. Norma Jean Hernandez

Special Programs Coordinator

Toby Wimberley

Sr. IT Administrator

Campus Level Staff

Inés Estorga

TPHS-El Paso East
English Language Arts/Reading Teacher

Carmen Estrada

TPHS-Laredo North
Art/Other Electives Teacher

Timothy McWilliams

TPHS-Lubbock
Instructional Program Director
Specializes in Social Studies

Gautier Tirado

TPHS-Rio Grande Valley Mercedes
Math Teacher

