

# Coppell ISD Instructional Design

*Supporting Learning for All*

(PK-12th Grade and Adult Learners)

In Response to COVID-19





## **Introduction**



**WE VALUE  
COLLECTIVE  
ENGAGEMENT  
THAT POSITIVELY  
IMPACTS  
THE LIVES  
OF OUR  
CHILDREN  
AND OUR  
WORLD.**



**WE VALUE  
GREAT  
TEACHING  
BECAUSE WE  
BELIEVE  
IT IS KEY TO  
DEEP  
LEARNING.**



**WE VALUE  
AUTHENTIC  
RELATIONSHIPS.  
WHEN WE  
INVEST  
IN EACH  
OTHER  
WE LEARN  
AND FLOURISH.**



**WE VALUE  
EACH  
INDIVIDUAL'S  
CONTRIBUTION  
BECAUSE  
SUCCESS  
CAN BE  
DIFFERENT  
FOR EVERYONE.**

## **CISD Mission Statement**

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

## **Introduction**

CISD realizes that we must continue to focus on our overarching core values throughout these times of uncertainty. We understand our commitment to our focus on relationships with our staff, learners and families will be of the utmost importance as it is the key to successful learning for all in the upcoming school year. We also realize that being flexible and fluid with our instructional models will be essential due to the possible changing needs brought on by COVID-19.

Our Curriculum and Instruction Team, CISD Task Force, Principals, and many of our instructional coaching staff and educators have collaborated in these efforts over the past months in preparation for the design of instruction. We have also gathered survey feedback during the month of August 2021 from our staff asking how we can support their social emotional needs along with their professional learning needs as we prepare for the school year.

Coppell ISD is committed to providing excellence in education as we move into the 2021-2022 school year.

### **Due to the impact of COVID-19, we are prepared to deliver the following instructional models for the 2021-2022 school year:**

- Face to face (in person) learning PK-12
- Remote (at home) asynchronous distance learning PK-6

We have gathered feedback from our families, staff and learners through our Panorama survey tool during the month of May 2021 to gain perspective on CISD Distance Learning from the spring semester. This feedback allowed us to make modifications and adjustments as a result of reflecting upon what went well and in which areas we could strengthen remote instruction when moving ahead into the 2021-2022 school year. We surveyed our families during August in order to allow time for them to choose the best option for their family when considering face to face or remote learning.

As always, it is essential that the instruction we provide in CISD is aligned and equitable in meeting the academic and social emotional needs of all learners. We also continue rising to the challenge of being innovative and creative in our instructional practices while using assessment tools that allow for growth to be showcased in a variety of ways.



# **Foundational Components Guiding Instructional Design**

# Committing to an Option for CISD Instructional Design



While our district is offering two options as we begin the 2021-2022 school year, our families will have to **commit to choosing one of these options for the First Nine Weeks**. This is subject to change if needing to move to full remote (at-home) distance learning at any point in time during the year due to the impact of COVID-19. We will continue to evaluate the progress of our return to school for CISD and will monitor the impact COVID-19 has on our district as the year begins. This will allow the district to make recommendations for learning for the Second Nine Weeks, review what instruction may look like then and continue making plans for the year.

---

## **Due to the impact of COVID-19, we are prepared to deliver the following instructional models for the 2021-2022 1st Nine Weeks:**

- Face to face (in person) learning PK-12
  - Remote (at home) asynchronous distance learning PK-6
- 

Both of these options will continue to require learners to use district issued devices within learning. PreK-12th grade and adult learners who are coming to school to receive face-to-face, in-person instruction will need to bring their district devices fully charged with them each day.

Please read the following and review the schedules under the elementary, middle and high school areas in order to see the structure, schedule and expectations for learning in both options.

## **Curriculum, Instruction and Assessment Practices and Assurances:**

- All learning will be provided by highly qualified and appropriately certified CISD educators.
- There will be a focus on high levels of rigor within instruction, alignment of skills/standards, equitable access to learning, accountability standards concerning attendance, opportunities for feedback and interactions, and aligned grading expectations.
- There will be a focus on specific supports for social and emotional needs of learners and staff.
- The district will use a variety of quantitative and qualitative assessment tools to document and measure academic and social emotional learner growth.
- The district may need to cluster/group CISD educators together within the campus/district in order to support face to face and remote distance learning needs. This could mean your child is learning at times from more than one educator based on our needs within grade levels or specific courses or programs of instruction.
- Learners/Families will have the option of changing from virtual to face to face during the 1st Nine weeks as needed.

# Foundational Components Guiding CISD Instructional Design



As we work together to provide essential and engaging learning experiences for our learners (whether face-to-face or remote) we will rely on the planning and preparation of our CISD staff along with feedback from our staff, learners and families. We will also continue building and assessing our CISD internal structures and using research based practices for curriculum, instruction and assessment.

## CISD Internal Documents and Texas Education Agency (TEA) Guidelines:

- [Texas Essential Knowledge and Skills \(TEKS\)](#) - per TEA
- [English Language Proficiency Standards \(ELPS\)](#) - per TEA
- [Special Student Populations \(SPED, Dyslexia, 504, Gifted and Talented, EL\)](#) - per TEA
- [CISD Learning Framework](#)
- CISD High Priority Learning Standards - Schoology
- CISD Curriculum and Instruction Documents - Schoology

## CISD Plans and Goals Supporting Learning Structures:

- CISD Superintendent Goals
- CISD District Improvement Plan
- CISD Campus Improvement Plans
- CISD Strategic Advocacy Work
- CISD Community Based Accountability Work
- CISD Professional Learning Communities (PLC) Work

## CISD Collaboration and Feedback Tools:

- District Issued Technology Devices
- Schoology for Staff, Learners and Families
- Zoom Video Chats
- Microsoft Office Teams
- Panorama Survey Tool for Staff, Learners and Families

“People must grow with each other. Growing toward one another requires compatibility. Growing with each other requires intentionality.”  
**John C. Maxwell**

### Question 1

What do we want our students to learn?

### Question 2

How will we know if they have learned it?

### Question 3

What will we do if they don't learn?

### Question 4

What will we do if they already know it?

# Elementary School Instructional Design

---



## Elementary: **Face to Face (in-person) Learning (PK-5th) | 7:40 a.m. - 3:05 p.m.**

This is a traditional model of learning in which learners come to school each morning and follow the schedule of a typical school day. District provided technology will be required for your child to bring to and from school each day. There will be social distancing practices in place as well as strict adherence to heightened cleaning/disinfectant protocols following the safety guidelines per the Centers for Disease Control and Prevention (CDC), Texas Education Agency (TEA) and the district.

### Example of a Learner's Weekly Schedule

This schedule will vary depending on the grade level of your child as well as may vary somewhat based on campuses enrollment numbers and specialized programs of instruction. Each campus will be sharing their learning schedules per grade level with families as we start the school year. Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners with their specific plans for instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social distancing will be practiced throughout the day.</b>					
<b>7:30-7:40</b>	<b>Learner arrives at school and proceeds to classroom</b>				
<b>7:40-7:50</b>	<b>Morning Announcements</b>				
<b>8:10-10:00</b>	<b>Language Arts and Reading</b>				
<b>10:00-11:30</b>	<b>Math</b>				
<b>11:30-12:00</b>	<b>Lunch</b>				
<b>12:00-12:30</b>	<b>Recess</b>				
<b>12:30-1:10</b>	<b>Social Studies</b>				
<b>1:10-1:55</b>	<b>Specials (Ex: Physical Education, Music, Art)</b>				
<b>1:55-2:55</b>	<b>Science</b>				
<b>2:55-3:05</b>	<b>Dismissal</b>				
	<b>Educator Attendance Tracking:</b> During the week, each educator will monitor (along with district support) the required daily attendance and engagement levels of each learner.				



## **Instructional Day - Face to Face (in-person)**

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Face to face - Whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice and reflections)
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments. This allows for blended learning experiences and feedback from educators as well as collaboration opportunities with face to face learners and remote learners
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Reflex Math, Raz Kids, etc.) as well as hands-on learning experiences and independent practice of embedded skills.
- ❑ Dual Language Immersion will follow the district [Language Allocation Plan](#).
- ❑ Brain Breaks and opportunities to practice mindfulness, with a focus on social emotional needs, will be incorporated during the week.
- ❑ Learners with identified disabilities will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - *Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.*
  - *Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan.*
  - *Small group instruction and interventions will be provided in person. In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitation protocols.*
  - *Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service.*

## **Safety and Security Procedures**

Coppell ISD is committed to ensuring a safe and healthy environment for learners and staff. For information related to safety and security, including arrival and dismissal protocols and safety procedures specific to Covid-19, [visit this page](#) on Coppell ISD's website.



# Elementary: Face to Face (in-person) Learning (PK-5) | 7:40 a.m. - 3:05 p.m.

Expectations for CISD staff, learners and families:

	<b>Learner</b>	<b>Educator</b>	<b>Parent/Guardian</b>	<b>Administrator</b>
<b>Preparation</b>	<p>Come prepared for learning each day.</p> <p>Complete tasks and assignments given by the educator to be ready to learn each day.</p> <p>Follow daily attendance according to the school schedule for the day.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted in Schoology.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records per district requirements for submitting in person attendance.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read "9 Week Scope and Sequence" for the week.</p> <p>Understand how to use Schoology as a parent.</p> <p>Participate in virtual parent training on Schoology or other district offerings to support learning.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology.</p> <p>Run daily Schoology (Power BI) reports to monitor engagement in learning. (face to face and remote)</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p>
<b>Instruction</b>	<p>Participate in face to face learning activities and continue using Schoology as the primary learning platform for learning.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide learning face to face and use Schoology as your learning platform where learners access activities, provide feedback and collaborate with both face to face and remote learners.</p> <p>Provide whole group and small group sessions during the week.</p> <p>Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning and for access in Schoology.</p>	<p>Communicate with educator regarding questions or concerns that might arise in learning.</p> <p>Access Schoology as a parent to also follow along with learning and access grades or progress of learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time with educators to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p> <p>Ensure district Scope and Sequence is being followed.</p>
<b>Support</b>	<p>Attend intervention/support sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions.</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners on what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Access Schoology using your Schoology parent account to also follow along with learning, access grades or progress of learning.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades (4th and 5th grade).</p> <p>Contact educator if you have concerns about your child's progress or other questions.</p> <p>Communicate technology needs to CISD Help Desk.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

# Elementary: Remote (at-home) Distance Learning – Asynchronous (PK-5th)

7:40AM-3:05PM

This remote learning model gives learners the opportunity to access learning online through Schoology, our Learning Management System (LMS). District provided technology will be required for your child to use with the learning happening each day. Learners must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live Zoom lessons, recorded lessons, individual/collaborative work and a variety of assessments for feedback to show evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Learners must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in remote learning as learners will have expectations and tasks to complete each day.

## Example of a Learner’s Weekly Schedule

This schedule will vary in learning times depending on the grade level of your child, but will meet and likely surpass the required 180 minutes of academic learning per TEA. In Coppell ISD, our current face to face instruction model has more than 180 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home.

Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners and their specific plans for instruction.

Each campus will be sharing their learning schedules per grade level with families as we start the school year. The educator’s weekly schedule within Schoology will reflect at least the 180 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>
<b>Morning Check-in Announcements</b>	<b>Morning Check-in Announcements</b>	<b>Morning Check-in Announcements</b>	<b>Morning Check-in Announcements</b>	<b>Morning Check-in Announcements</b>
<b>Approximately 180 minutes - AM</b>	<b>Approximately 180 minutes - AM</b>	<b>Approximately 180 minutes -AM</b>	<b>Approximately 180 minutes -AM</b>	<b>Approximately 180 minutes -AM</b>
<b>Break: Lunch</b>	<b>Break: Lunch</b>	<b>Break: Lunch</b>	<b>Break: Lunch</b>	<b>Break: Lunch</b>
<b>Approximately 90 minutes -PM</b>	<b>Approximately 90 minutes - PM</b>	<b>Approximately 90 minutes -PM</b>	<b>Approximately 90 minutes -PM</b>	<b>Approximately 90 minutes -PM</b>

**End of Day – approximately 3:00**

**Specials (Ex: Physical Education, Music, Art) –** There will be lessons posted in Schoology with video recordings, some live Zoom opportunities, and weekly assignments/activities required for each of our grade levels.

**Educator Attendance Tracking and Check In:** During the week of learning, each educator will be monitoring (along with district support) the required daily attendance and engagement levels of each of our learners. The engagement level includes completion of and turning in of assignments as well as participation as a whole. The check-in may include the following: progress monitoring, educator instruction, educator interaction with learners via phone, email, collaborative work with other learners under the educator’s supervision.

## Elementary: **Remote (at-home) Distance Learning - Asynchronous (cont.)**

**Educator Guided Experiences:** During the week, learners will have some required live Zoom streaming lessons (synchronous) along with video recorded lessons as a part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experiences.

**Educator Office Hours:** Each educator will have specific office hours during the week so learners and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Schoology. (these can be scheduled before school, after school or during conference times during the regular instruction day)

---

### **Instructional Day - Remote (at-home) Distance Learning**

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Remote - Weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands-on experiences and reflections) as well as some learners with specific needs will receive weekly, hands-on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments allowing for remote learning experiences, feedback from educator as well as collaboration experiences with face to face learners and other remote learners
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Reflex Math, Raz Kids, etc.)
- ❑ Hands-on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands-on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- ❑ Dual Language Immersion will follow the district [Language Allocation Plan](#)
- ❑ Opportunities for Brain Breaks and Mindfulness with a focus on social emotional needs will be incorporated during the week
- ❑ ESL Learners who receive newcomer language services will continue to receive accommodations in the classroom instruction and individualized direct linguistic instruction.
- ❑ Learners will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
  - Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
  - Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service
  - Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.

Expectations for CISD staff, learners and families:

	Learner	Educator	Parent/Guardian	Administrator
Preparation	<p>Be prepared for learning each day by logging into Schoology on district issued device first thing in the morning. Have work and assignments turned in as the work progresses. Be prepared to see if there is a Zoom session or what specific learning will be required that day.</p> <p>Per Texas Education Agency (TEA) for attendance: Be prepared to log-in to Schoology each morning to interact with learning and submit your daily assignments.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records: (Schoology interaction, educator/learner interaction or assignment turned in daily count as learner attendance). Reach out to parent if learner has not interacted with the learning for the day.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read "9 Week Scope and Sequence" for the week; Monitor child's progress in logging into the learning.</p> <p>Check in to Schoology to ensure your child is completing their daily assignments and attending Zoom video sessions as required or offered.</p> <p>Provide a designated place free of distractions for your child's workspace to learn and support learner through content as needed if they have questions or concerns with accessing the learning.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology. Run daily Schoology (Power BI) reports to monitor engagement in learning and follow-up with any educators who have low learner engagement.</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p> <p>Ensure District Scope and Sequence is being followed to support learning.</p>
Instruction	<p>Attend live Zoom sessions offered by the educator.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide whole group and small group sessions during the week using Zoom.</p> <p>Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning as well.</p> <p>Provide daily/weekly family check-ins to gain feedback.</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p>
Support	<p>Attend intervention/support Zoom sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions. (Educators will have office hours posted in their Schoology course and on educator website)</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Schoology and asking your child about their progress.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades (4th and 5th grade).</p> <p>Contact educator if you have concerns about your child's progress or other questions.</p> <p>Communicate technology needs to <a href="#">CISD Help Desk</a>.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

# Dual Language Immersion (DLI) Program

## Face to Face and Remote



### How will the Dual Language Program work if my child is receiving..?

Face to face, in-person instruction	Remote, at-home distance learning
<p><i>(Full-time, in-person instruction on campus with heightened cleaning/disinfection protocols and district-provided technology)</i></p>	<p><i>(Full-time, asynchronous remote instruction with district-provided technology. Compared to the spring, this learning will also include more synchronous instruction elements– where a teacher is directly working with students in real time through video chat format – than distance learning this last spring.)</i></p>
<p>Language of instruction will follow the district’s language allocation guidelines per grade level:</p> <ul style="list-style-type: none"> <li>• PK Dual Language: 90% of the instruction is provided in Spanish</li> <li>• K-1st Grade: One day English, one day Spanish</li> <li>• 2nd Grade: Two days English, two days Spanish, one day English. Following week: Two days Spanish, Two days English, one day Spanish.</li> <li>• 3rd-5th Grade: One week English, one week Spanish.</li> </ul>	<p>Language of instruction will follow the district’s language allocation guidelines per grade level:</p> <ul style="list-style-type: none"> <li>• PK Dual Language: 90% of the instruction is provided in Spanish</li> <li>• K-1st Grade: One day English, one day Spanish (all content areas)</li> <li>• 2nd Grade: Two days English, two days Spanish, one day English. Following week: Two days Spanish, Two days English, one day Spanish. (all content areas)</li> <li>• 3rd-5th Grade: One week English, one week Spanish. (all content areas)</li> </ul>
<p>Grade Level Educators from both DLI campuses (Wilson Elementary and Denton Creek) will collaborate and have access to all courses, instructional materials, and classes of that grade level in case one educator is absent.</p>	<p>Grade Level Educators from both DLI campuses (Wilson Elementary and Denton Creek) will collaborate and have access to all courses, instructional materials, and classes of that grade level in case one educator is absent.</p>
<p>Students receiving intervention, ESL, dyslexia, and/or speech services, etc. will receive the accommodations/minutes established in their instructional plan.</p>	<p>Students receiving intervention, ESL, dyslexia, and/or speech services, etc. will receive the accommodations/minutes established in their instructional plan. The specialist will contact the parents to let them know their schedule.</p>
<p>Learners will receive content assessments considering their language of instruction. They will also receive second language assessments to monitor their growth in English and/or Spanish</p>	<p>Learners will receive content assessments considering their language of instruction. They will also receive second language assessments to monitor their growth in English and/or Spanish</p>
<p>***Students that qualify for transportation services will continue riding the buses unless TEA establishes new safety procedures</p>	

# Recommendations for Dual Language Immersion Families

---



- One of the keys for success in a Dual Language program is the fidelity that educators, learners, and parents give to the language of instruction. We are aware that many of our families are not native speakers of the second language that the student is learning, but we strongly encourage you to avoid translating for your child.
  - Your educator will provide strategies as well as linguistic accommodations that you can use at home to support your child during the days that they are working in their second language.
  - A dual language program consists of at least 50% or more of the instruction and learning in Spanish. The more the parent can support the child to stay in the language, the better.
  - If you have any concerns about resources available for your child in their second language, please don't hesitate to contact your child's teacher. They are planning each unit considering and incorporating second language acquisition theory, resources, and strategies.
  - Continue using the platforms provided by the district, tools like iStation, Dreambox, and online books through Mackinvia are available in both languages and they are an excellent resource for you and your child.
  - Learning a language can be challenging; we encourage you to continue talking to your child about the importance of bilingual education and the many benefits that speaking two languages would bring to their lives.
  - It is ok to embrace struggle. Mastering academic and social skills in a second language takes an average of seven years. If your child is feeling overwhelmed, provide a break that involves a calming activity or place and try again later.
  - Make sure that once you commit to either face to face or distance learning for your child, you observe attendance and assignment protocols.
  - Maintain high expectations. Dual Language is an enriching experience for your whole family by providing constant shortcuts, switching to their dominant language, or simply giving up will make it more difficult for your child to value bilingualism, acquire the second language, and see it as a powerful tool in their futures.
-

# Middle School Instructional Design

---





## Middle School: **Face to Face** (in-person) Learning (6th -8th)

**8:10a.m. - 3:35 p.m.**

This is a traditional model of learning in which learners come to school each morning and follow the schedule of a typical school day. District provided technology will be required for your child to bring to and from school each day. There will be social distancing practices in place as well as strict adherence to heightened cleaning/disinfectant protocols following the safety guidelines per the Centers for Disease Control and Prevention (CDC), Texas Education Agency (TEA) and the district.

### Example of a Weekly Schedule

This schedule may vary slightly depending on the campus your child attends due to campus structures, enrollment numbers and any specialized programs of instruction. Each campus will be sharing their learning schedules with families as we start the school year. Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners and their specific plans for instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Social distancing will be practiced throughout the day</b>				
<b>8:00-8:10</b>	<b>Learner arrives at school and proceeds to classroom</b>				
<b>8:10-9:00</b>	<b>1st Period</b>				
<b>9:10-10:00</b>	<b>2nd Period</b>				
<b>10:10-11:00</b>	<b>3rd Period</b>				
<b>11:00-12:40</b>	<b>4th Period</b> A lunch (11:00-11:30), B lunch (11:35-12:05), C lunch (12:10-12:40)				
<b>12:50-1:40</b>	<b>5th Period</b>				
<b>1:50-2:40</b>	<b>6th Period</b>				
<b>2:50-3:35</b>	<b>7th Period</b>				
<b>3:35</b>	<b>Dismissal</b>				

**Educator Attendance Tracking:** During the week, each educator will monitor (along with district support) the required daily attendance and engagement levels of each learner.

## **Instructional Day - Face to Face (in-person)**

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Face to face - Whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice and reflections)
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments. This allows for blended learning experiences and feedback from educators as well as collaboration opportunities with face to face learners and remote learners
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Turn it in, Flocabulary, Peardeck, etc.) as well as hands-on learning experiences and independent practice of embedded skills.
- ❑ Brain Breaks and opportunities to practice mindfulness, with a focus on social emotional needs, will be incorporated during the week
- ❑ Learners served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Learners at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes, will continue to receive services provided by the ESL Facilitator.
- ❑ Learners with identified disabilities will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.

*- Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.*

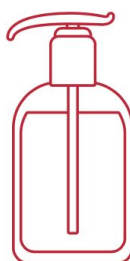
*- Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan.*

*- Small group instruction and interventions will be provided in person. In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitation protocols.*

*- Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service.*

## **Safety and Security Procedures**

Coppell ISD is committed to ensuring a safe and healthy environment for learners and staff. For information related to safety and security, including arrival and dismissal protocols and safety procedures specific to Covid-19, [visit this page](#) on Coppell ISD's website.



# Middle School: Face to Face (in-person) Learning (6-8) | 8:10a.m. - 3:35 p.m.

Expectations for CISD staff, learners and families:

	Learner	Educator	Parent/Guardian	Administrator
Preparation	<p>Come prepared for learning each day.</p> <p>Complete tasks and assignments given by the educator to be ready to learn each day.</p> <p>Follow daily attendance according to the school schedule for the day.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted in Schoology.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records per district requirements for submitting in person attendance.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read "9 Week Scope and Sequence" for the week.</p> <p>Understand how to use Schoology as a parent.</p> <p>Participate in virtual parent training on Schoology or other district offerings to support learning.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology.</p> <p>Run daily Schoology (Power BI) reports to monitor engagement in learning. (face to face and remote)</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p>
Instruction	<p>Participate in face to face learning activities and continue using Schoology as the primary learning platform for learning as well.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide learning through face to face and use of Schoology as your learning platform where learners access activities, provide feedback and collaborate with both face to face and remote learners.</p> <p>Provide whole group and small group sessions during the week.</p> <p>Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning and for access in Schoology.</p>	<p>Communicate with educator regarding questions or concerns that might arise in learning.</p> <p>Access Schoology using your Schoology parent account to also follow along with learning, access grades or progress of learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p> <p>Ensure district Scope and Sequence is being followed.</p>
Support	<p>Attend intervention/support sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions.</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Schoology and asking your child about their progress.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades.</p> <p>Contact educator if you have concerns about your child's progress or other questions.</p> <p>Communicate technology needs to CISD Help Desk.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

# Middle School: Remote (at-home) Distance Learning – Asynchronous (6th)

**8:10 a.m. – 3:35 p.m.**

This remote learning model gives learners the opportunity to access learning online through Schoology, our Learning Management System (LMS). District provided technology will be required for your child to use with the learning happening each day. Learners must follow a daily schedule as specific times will be set by the campus in which there will be a mix of live Zoom lessons, recorded lessons, individual/collaborative work and a variety of assessments for feedback and showing evidence of learning.

A full day of teaching and learning will be provided per TEA guidelines. Learners must engage with teaching and learning daily (5 days a week) in order to meet attendance requirements. Time management is essential in remote learning as learners will have expectations and tasks to complete each day.

## Example of a Learner’s Weekly Schedule

This schedule may vary somewhat in learning times depending on the grade level of your child, but will meet and likely surpass the required 240 minutes of academic learning per TEA. In Coppell ISD, our current face to face instruction model has more than 240 minutes of learning each day. We want to ensure we are providing equitable and aligned learning opportunities for all while still understanding the balance we must have for families when learning at home.

Learners with specialized education services and supports (Special Education, 504 Services, English Language Learners, Dyslexia, and Gifted and Talented) will have these services incorporated into their schedule and shared with families. Educators will help to ensure any plans and accommodations are in place and specific synchronous learning experiences are taking place in order to meet the needs of learners and their specific plans for instruction.

Each campus will be sharing their learning schedules per grade level with families as we start the school year. The educator’s weekly schedule within Schoology will reflect at least the 240 minutes of academic learning time that is required by TEA each day.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Learners should check into each Schoology class period each day to see expectations for learning.</b>				
<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>	<b>Logging into Schoology</b>
<b>1st–4th Periods AM</b> Approximately 200 minutes	<b>1st–4th Periods AM</b> Approximately 200 minutes	<b>1st–4th Periods AM</b> Approximately 200 minutes	<b>1st–4th Periods AM</b> Approximately 200 minutes	<b>1st–4th Periods AM</b> Approximately 200 minutes
<b>Break/Lunch</b>	<b>Break/Lunch</b>	<b>Break/Lunch</b>	<b>Break/Lunch</b>	<b>Break/Lunch</b>
<b>5th–7th Periods PM</b> Approximately 145 minutes	<b>5th–7th Periods PM</b> Approximately 145 minutes	<b>5th–7th Periods PM</b> Approximately 145 minutes	<b>5th–7th Periods PM</b> Approximately 145 minutes	<b>5th–7th Periods PM</b> Approximately 145 minutes
<b>End of Day – approximately 3:30</b>				
<b>Electives (Ex: Physical Education, Choir, Art, Band, etc.)</b> – There will be lessons posted in Schoology with video recordings, Zoom opportunities, and weekly assignments/activities required for each of our grade levels similar to all of the academic core content classes.				
<b>Educator Attendance Tracking and Check In:</b> During the week of learning, each educator will be monitoring (along with district support) the <u>required daily attendance</u> and <u>engagement levels</u> of each of our learners. The engagement level includes completion of and turning in of assignments as well as participation as a whole. The check-in may include the following: progress monitoring, educator instruction, educator interaction with learners via phone, email, collaborative work with other learners under the educator’s supervision.				

## Middle School: **Remote (at-home) Learning - Asynchronous (cont.)**

**Educator Guided Experiences:** During the week, learners will have some required live Zoom streaming lessons (synchronous) along with video recorded lessons as a part of instruction. There will also be feedback provided for the independent learning/assignments throughout the learning experience.

**Educator Office Hours:** Each educator will have specific office hours during the week so learners and parents will know when it is best to reach out along with the capability to communicate through emails, phone calls or Schoology. (these can be scheduled before school, after school or during conference times during the regular instruction day)

---

### **Instructional Day - Remote (at-home) Distance Learning**

- ❑ Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area
- ❑ Remote - Weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands-on experiences and reflections). Some learners with specific needs will receive weekly, hands-on activities aligning with the curriculum and their Individualized Education Plan (IEP).
- ❑ Schoology is used as a learning management platform for accessing learning experiences and assessments allowing for remote learning experiences, feedback from educator as well as collaboration experiences with face to face learners and other remote learners.
- ❑ Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Dreambox, Flocabulary, Turn it In, Peardeck, etc.)
- ❑ Hands-on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands-on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.
- ❑ Opportunities for Brain Breaks and Mindfulness with a focus on social emotional needs will be incorporated during the week
- ❑ Learners served through ESL services will continue to be supported according to their proficiency level and accommodations in general education courses. Learners at the beginning stages of adding English, who are served through ESL, and receiving newcomer classes will continue to receive services provided by the ESL Facilitator through scheduled synchronous virtual participation and engagement.
- ❑ Learners will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
  - Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.
  - Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.
  - Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service
  - Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.

# Middle School: Remote (at-home) Distance Learning (6-8) | 8:10 a.m. – 3:35 p.m.

Expectations for CISD staff, learners and families:

	Learner	Educator	Parent/Guardian	Administrator
Preparation	<p>Be prepared for learning each day by logging into Schoology on district issued device first thing in the morning. Have work and assignments turned in as the work progresses. Be prepared to see if there is a Zoom session or what specific learning will be required that day.</p> <p>Per Texas Education Agency (<a href="#">TEA</a>) for attendance: Be prepared to log-in to Schoology each morning to interact with learning and submit your daily assignments.</p>	<p>Your daily agenda with learning objectives for the day/week should be posted.</p> <p>Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</p> <p>Keep Attendance Records: (Schoology interaction, educator/learner interaction or assignment turned in daily count as learner attendance). Reach out to parent if learner has not interacted with the learning for the day.</p> <p>Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTi) when designing instruction and collaborate with specialized staff.</p>	<p>Access Schoology parent account to read “9 Week Scope and Sequence” for the week; Monitor child’s progress in logging into the learning.</p> <p>Check in to Schoology to ensure your child is completing their daily assignments and attending Zoom video sessions as required or offered.</p> <p>Provide a designated place free of distractions for your child’s workspace to learn.</p>	<p>Verify the educator uploads weekly lesson designs and instructional materials to Schoology.</p> <p>Run daily Schoology (Power BI) reports to monitor engagement in learning and follow-up with any educators who have low learner engagement.</p> <p>Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</p> <p>Ensure District Scope and Sequence is being followed to support learning.</p>
Instruction	<p>Attend live Zoom sessions offered by the educator.</p> <p>Complete assignments and tasks and submit evidence of learning as required by the educator.</p> <p>Review educator feedback on learning.</p>	<p>Provide whole group and small group sessions during the week using Zoom; Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning and for access in Schoology.</p> <p>Provide daily/weekly family check-ins to gain feedback on learner progress.</p>	<p>Communicate with educator regarding progress or any concerns that might arise in learning.</p>	<p>Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time to discuss lesson design, assessment practices and learner progress. (campus and district)</p> <p>Monitor instruction and progress of learning.</p>
Support	<p>Attend intervention/support Zoom sessions if your educator says you need to attend.</p> <p>Reach out to educator if needing help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions. (Educators will have office hours posted in their Schoology course and on educator website)</p>	<p>Follow the district Scope and Sequence. Have clear indications for learners on what assignments are due and when they are due.</p> <p>Be creative in your lesson design and assessment practices to help support learner engagement.</p> <p>Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</p>	<p>Ensure your child is following the class/school schedule for learning activities each day by checking Schoology and asking your child about their progress.</p> <p>Access Schoology grading or Home Access Center (HAC) to verify grades.</p> <p>Contact educator if you have concerns about your child’s progress or other questions.</p> <p>Communicate technology needs to <a href="#">CISD Help Desk</a>.</p>	<p>Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in Schoology.</p> <p>Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</p> <p>Plan and lead campus meetings; provide training opportunities for educators.</p>

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be prepared for learning each day by logging into Schoology on district issued device first thing in the morning. Have work and assignments turned in as the work progresses. Be prepared to see if there is a Zoom session or what specific learning will be required that day.</li> <li><input type="checkbox"/> Per Texas Education Agency (TEA) for attendance: Be prepared to log-in to Schoology each morning to interact with learning and submit your daily assignments.</li> <li><input type="checkbox"/> Attend live Zoom sessions offered by the educator.</li> <li><input type="checkbox"/> Complete assignments and tasks and submit evidence of learning as required by the educator.</li> <li><input type="checkbox"/> Review educator feedback on learning.</li> <li><input type="checkbox"/> Attend intervention/support Zoom sessions if your educator says you need to attend.</li> <li><input type="checkbox"/> Reach out to educators if they need help or support during their office hours/during Zoom sessions, phone calls, emails, or Schoology interactions. (Educators will have office hours posted in their Schoology course and on educator website)</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your daily agenda with learning objectives for the day/week should be posted.</li> <li><input type="checkbox"/> Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</li> <li><input type="checkbox"/> Keep Attendance Records: (Schoology interaction, educator/learner interaction or assignment turned in daily count as learner attendance). Reach out to parent if learner has not interacted with the learning for the day.</li> <li><input type="checkbox"/> Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTI) when designing instruction and collaborate with specialized staff.</li> <li><input type="checkbox"/> Provide whole group and small group sessions during the week using Zoom.</li> <li><input type="checkbox"/> Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning as well.</li> <li><input type="checkbox"/> Provide daily/weekly family check-ins to gain feedback.</li> <li><input type="checkbox"/> Follow the district Scope and Sequence. Have clear indications for learners what assignments are due and when they are due.</li> <li><input type="checkbox"/> Be creative in your lesson design and assessment practices to help support learner engagement.</li> <li><input type="checkbox"/> Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</li> </ul> <p>Administrator:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verify the educator uploads weekly lesson designs and instructional materials to Schoology. Run daily Schoology (Power BI) reports to monitor engagement in learning and follow-up with any educators who have low learner engagement.</li> <li><input type="checkbox"/> Weekly check-in with staff on learner academic progress, attendance, and learner concerns. Also, check-in with staff on their specific needs with learning and emotional support.</li> <li><input type="checkbox"/> Ensure District Scope and Sequence is being followed to support learning.</li> <li><input type="checkbox"/> Ensure facilitation of intentional structures (through Zoom or face to face) for professional learning communities (PLCs) and collaborative team time to discuss lesson design, assessment practices and learner progress. (campus and district)</li> <li><input type="checkbox"/> Monitor instruction and progress of learning.</li> <li><input type="checkbox"/> Ensure classroom structures and structures in Schoology are supporting learning; learner progress is being made in</li> </ul>

	<p>Schoology.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze data reports for campus; ensure growth is being tracked and supports are put in place. Ensure RTI processes and documentation occurs for areas such as SPED, EL, 504, Dyslexia, GTI.</li> <li><input type="checkbox"/> Plan and lead campus meetings; provide training opportunities for educators.</li> </ul>
--	--

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows CISD Scope and Sequence for each 9 Weeks for Grade Level/Content Area</li> <li><input type="checkbox"/> Remote - Weekly combination of streaming and recorded whole group and small group instruction (mini-lessons, intervention/enrichment, independent practice, hands-on experiences and reflections) as well as some learners with specific needs will receive weekly, hands-on activities aligning with the curriculum and their Individualized Education Plan (IEP).</li> <li><input type="checkbox"/> Schoology is used as a learning management platform for accessing learning experiences and assessments allowing for remote learning experiences, feedback from educator as well as collaboration experiences with face to face learners and other remote learners</li> <li><input type="checkbox"/> Online Learning Resources will be used within instruction (Ex: iStation, Dreambox, Reflex Math, Raz Kids, etc.)</li> <li><input type="checkbox"/> Hands-on experiences and independent practice will be embedded into instruction. (resources and materials will be distributed to our families as the needs arise within instruction). We realize we will not be able to provide all resources for hands-on, however we are also working to provide the best experience through video connections, video recordings, and digital tasks in areas such as science, art, music and physical fitness.</li> <li><input type="checkbox"/> Opportunities for Brain Breaks and Mindfulness with a focus on social emotional needs will be incorporated during the week</li> </ul>
---	--

<p>What are the expectations for teacher/student interactions?</p>	<p>Teacher expectations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your daily agenda with learning objectives for the day/week should be posted.</li> <li><input type="checkbox"/> Weekly lessons should be posted by 7:30 a.m. on Monday of each week. You will use the unpublish capability in Schoology to help with pacing for each day.</li> <li><input type="checkbox"/> Keep Attendance Records: (Schoology interaction, educator/learner interaction or assignment turned in daily count as learner attendance). Reach out to parent if learner has not interacted with the learning for the day.</li> <li><input type="checkbox"/> Consider individual learner instructional needs/plans (IEP, 504, EL, Dyslexia, GTI) when designing instruction and collaborate with specialized staff.</li> <li><input type="checkbox"/> Provide whole group and small group sessions during the week using Zoom.</li> <li><input type="checkbox"/> Give feedback on assignments and monitor progress; Use pre-recorded lessons as a part of learning as well.</li> <li><input type="checkbox"/> Provide daily/weekly family check-ins to gain feedback.</li> <li><input type="checkbox"/> Follow the district Scope and Sequence. Have clear indications for learners what assignments are due and when they are due.</li> <li><input type="checkbox"/> Be creative in your lesson design and assessment practices to help support learner engagement.</li> <li><input type="checkbox"/> Attend regular PLC Collaborative Team Time meetings and reach out to Curriculum Team, Coaches and Administrators for support.</li> </ul>
--	--

<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dual Language Immersion will follow the district <a href="#">Language Allocation Plan</a></li> <li><input type="checkbox"/> ESL Learners who receive newcomer language services will continue to receive accommodations in the classroom instruction and individualized direct linguistic instruction.</li> <li><input type="checkbox"/> Learners will continue to be supported consistent with their IEP/504 Plan. Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff. <ul style="list-style-type: none"> <li>- Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum as appropriate.</li> <li>- Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.</li> </ul> </li> </ul>
---	---

	<ul style="list-style-type: none"> <li>- Learners in a self-contained special education classroom will follow their schedule, in conjunction with IEP and the learner's schedule of service</li> <li>- Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.</li> <li><input type="checkbox"/> Gifted and Talented Students will continue to be supported in a manner consistent with the CISD Gifted and Talented Services model (elementary, middle school, high school). Students will continue to receive individualized, modified and/or alternate curriculum as appropriate.</li> </ul>
--	---



---

**Elementary Instructional  
Resources for Learners and Families**



## Mathematics: PK-5

High quality mathematics curriculum and instruction engages hands, minds and intellect through authentic, active learning that supports each learner to achieve personal success. These learning experiences, assessed through a variety of methods, bridge the concrete and abstract by applying critical thinking skills and problem solving strategies in meaningful and relevant situations. Through the understanding of mathematical concepts and reasoning, every student will be prepared to communicate effectively using the language of mathematics as a tool to meet future challenges.

### Classroom structures/routines:

- ❑ **Numeracy Routine** (Educators guide a daily focus on computation and fluency in the elementary grades in order to provide regular practice and reflection about numerical thinking. The structure for the numeracy routine may be in the form of a Number Talk.)
- ❑ **Inquiry-Based Learning Experiences** (Designed to promote student inquiry, learners are given the opportunity to question, estimate, consider, solve, and reflect on mathematical tasks in pursuit of understanding the concept within the learning goal.)
- ❑ **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and make sense of the mathematics.)
- ❑ **Collaboration and Practice** (Learners navigate mathematical tasks and solve problems alone and through the contributions of a team.)
- ❑ **Assessment** (Throughout learning experiences, educators assess the understanding of the learners and learners assess their own understanding in a variety of ways. As part of a system of anticipating, monitoring, selecting, sequencing, and connection, educators guide learners to move forward along the developmental progression of learning mathematics.)
- ❑ **Reflection** (In response to intentionally-designed thinking prompts/questions, learners use metacognition to consider what they know, understand, and are able to do and how these compare to the learning outcomes of the lesson or unit of study.)
- ❑ **Ongoing Learning** (In the elementary grades, computer-adaptive programs such as Reflex Math and DreamBox are used to support learners to continue learning mathematics and provide educators with data to inform classroom instruction, intervention, and enrichment.)
- ❑ **Intervention and Enrichment** (In response to ongoing quantitative and qualitative data, educators design learning opportunities for learners to progress through learning mathematics based on specific, measurable goals.)



# Elementary Instructional Content Overview

---



## Social Studies: PK–5th

The Elementary Social Studies program empowers learners to understand, participate in, and make informed decisions about their world. The content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. It integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally.

### Classroom structures/routines:

- ❑ **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and make sense of the content.)
  - ❑ **Problem Based Learning Experiences** (Designed to promote learner inquiry, learners tackle a real-world Social Studies challenge and evaluate the effectiveness and creativity of their solutions.)
  - ❑ **Hands On Experiences** (Learners are engaged with the content through the use of primary sources, manipulatives, simulations, and research.)
  - ❑ **Collaboration and Practice** (Learners are provided opportunities for civic dialogue: the ability to discuss topics, listen to different opinions, and engage in constructive and collaborative conversations. In addition, learners read with a purpose and write frequently to both process and present learning.)
  - ❑ **Assessment** (Throughout the learning experiences, educators assess the understanding of the learners and learners assess their own understanding in a variety of ways.)
- 

## Science: PK–5

The Elementary science curriculum and instructional strategies are anchored in high levels of inquiry, experimental design, the scientific investigation process, and hands-on learning experiences. Learners will be exposed to natural phenomena in all the major strands of science including Life Science, Physical Science, and Earth/Space Science. Learners will then engage in scientific questioning about these phenomena, conducting focused explorations in an attempt to solve problems or construct explanations. Investigations will give learners practice using fundamental scientific tools and technology. Learning will take place collaboratively and individually using feedback and evidence as a basis for conclusions.

### Classroom structures/routines:

- ❑ **Inquiry** (Educators inspire curiosity in learners, coaching them to be curious, ask questions, and find solutions - can be guided by educators or and open-ended exploration)
- ❑ **Hands-On Investigations** (Learners work to solve a problem or derive an explanation using science tools and materials in a laboratory)
- ❑ **Technology** (Learners and educators use devices, apps, and digital tools to assist during investigations or lessons)
- ❑ **Collaboration** (Learners work together during laboratory investigations, projects, or practice using feedback from each other to improve results)
- ❑ **Assessment** (Educators regularly monitor learner progress informally and formally while learners also assess each other)
- ❑ **Mini-Lessons** (Educators provide rich discussion opportunities, ask and answer learners' questions, provide live demonstrations, and use multimedia to engage students in content)

## Literacy (Language Arts and Reading): PK-5th

The Elementary Literacy program is designed to ensure that all learners develop and desire a literate life through the purposeful and intentional instruction and practice of reading, writing, speaking, listening, and thinking. Instruction is designed and delivered with a workshop approach, aiming to foster a love for literacy that reaches across content areas and becomes deeply ingrained in the student's life.

Our commitments in a literacy workshop model include opportunities for learners to have explicit instruction in the process and skills of proficient reading and writing, to have long stretches of time to independently read and write, to read high-interest books on their levels, to have authentic writing opportunities, to talk and write about the texts they are reading and to share their writing with a community of writers, and to receive clear goals and frequent feedback so that they continue to grow as readers and writers.

### Classroom structures/routines:

- ❑ **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and launch them into independence)
- ❑ **Independent Reading/Writing** (Authentic reading and writing with purpose (learner choice, educator guidance))
- ❑ **Guided Reading** (Educator-provided small group, differentiated and individualized instruction with learners who are able to read the same instructional levels of text with support)
- ❑ **Strategy Groups** (Small group instruction intended to focus on a specific strategy and goal-directed instruction in reading and writing)
- ❑ **Assessment** (Throughout the learning experiences, educators assess the understanding of the learners and learners assess their own learning in a variety of ways)
- ❑ **Conferring** (Educator meets briefly with individual learners to discuss strengths, areas of growth, and goals)
- ❑ **Share** (Learners share their thinking about their reading and writing)
- ❑ **Word Study** (Educator engages learners in quick, hands-on work with letters or words to develop word analysis skills that will help them become better readers and writers)
- ❑ **Grammar Talks** (Using a mentor sentence from a familiar text, learners are invited to notice and learn grammar rules and conventions and later apply them in writing)

## Elementary Specials: Physical Education, Music and Art: K-5

Learners will be expected to participate in remote learning for Physical Education, Music and Art lessons as well. They will access the learning through Schoology and classroom educators will let them know which days they will be participating during the week.



# Instructional Example of Remote Instruction



## 3rd Grade Example

Your child can still complete learning outside of the designated times set for the school day.

However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 5-7pm if you need to support them with learning and you aren't able to help them during the school day time period.

\*\*\*It will be important to have your child working during the set school hours if possible, as these are the times that will be set for live Zoom sessions and opportunities for them to touch base with the educator and other learners.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:40	<b>Login to Schoology</b>				
7:50	<b>Educator Daily Message or Video</b>				
8:00	<b>LIVE - Campus Morning Announcements</b>				
8:10 <b>Math</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Math Content Course</li> <li>- <b>ENGAGE:</b> Number Talk</li> <li>- <b>CONNECT:</b> Pre-Assessment Task</li> <li>- <b>LEARN:</b> Small Group Lesson in Zoom</li> <li>- <b>PRACTICE:</b> Content Activity</li> <li>- <b>REFLECT:</b> Respond to prompt in Bulb Template</li> <li>- <b>CONTINUE:</b> DreamBox App, Reflex, etc.</li> </ul>				
9:40	<b>Brain Break</b>				
9:50 <b>Literacy: Reading</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Reading Content Course</li> <li>- <b>ENGAGE:</b> Read Aloud in Zoom</li> <li>- <b>LEARN:</b> Whole Group Mini-Lesson in Zoom</li> <li>- <b>PRACTICE:</b> Independent Reading</li> <li>- <b>SHARE:</b> Respond to Prompt in Bulb Template</li> <li>- <b>CONTINUE:</b> iStation App</li> </ul>				
10:50 <b>Literacy: Writing</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Writing Content Course</li> <li>- <b>ENGAGE:</b> Read Aloud in Zoom</li> <li>- <b>LEARN:</b> Pre-recorded Mini-Lesson</li> <li>- <b>PRACTICE:</b> Independent Writing</li> <li>- <b>ASSESS:</b> Small group conferring in Zoom</li> <li>- <b>SHARE:</b> Upload writing in Schoology Assignment</li> </ul>				
11:45	<b>Lunch Break</b>				
12:45 <b>Specials PE</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> PE Content Course</li> <li>- <b>LEARN:</b> Video pre-recorded by PE educators</li> <li>- <b>PRACTICE:</b> Practice skill that is being taught</li> <li>- <b>SUBMIT:</b> Schoology Assignment</li> </ul>				
1:15 <b>Science</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Science Content Course</li> <li>- <b>CONNECT:</b> Brainstorm on Discussion Board</li> <li>- <b>ENGAGE:</b> Pre-recorded Video from Brain Pop</li> <li>- <b>PRACTICE:</b> Use Numbers workflow doc</li> <li>- <b>DESIGN:</b> Create using simple materials around the house</li> <li>- <b>REFLECT:</b> Document design in Keynote Learning Journal</li> </ul>				
2:00	<b>Brain Break</b>				
2:15 <b>Social Studies</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Social Studies Content Course</li> <li>- <b>LEARN:</b> Whole Group Lesson in Zoom (15min)</li> <li>- <b>PRACTICE:</b> Small group activity in Zoom w/Breakout Rooms</li> <li>- <b>CREATE:</b> Reflection Video in Flipgrid for feedback</li> <li>- <b>SHARE:</b> Submit video to Assignment for educator feedback</li> </ul>				
3:00	<b>Exit Ticket</b>				

# CISD Schoology Elementary Example



This screenshot shows the Schoology interface for a course titled "Elementary - Social Studies - 3rd Grade: 3A". The main content area displays a "Learning" folder containing several sub-folders for different dates: "Aug 31 - Sept 4th", "Aug 24th - 28th", and "Aug 17th - 21st". The "Aug 17th - 21st" folder is expanded, showing a "Monday - Aug 17th" sub-folder with items: "Lesson Objective", "Link to Whole Group Lesson on Zoom", "PRACTICE: Mapping Activity", and "SUBMIT: Image of Map Example".

On the left sidebar, there is a "Materials" menu with options like Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, and Analytics. A "Course Options" section is also visible.

This screenshot shows a detailed view of the "Monday - Aug 17th" lesson. The page title is "Elementary - Social Studies - 3rd Grade: 3A > Learning > Aug 17th - 21st > Monday - Aug 17th". The main content area lists the following items:

- Lesson Objective**: The learner will
- Link to Whole Group Lesson on Zoom**
- PRACTICE: Mapping Activity**: I have attached a file of the state of Texas that you can save to your iPad. If you need help remembering how to save an image from Schoology to your iPad, please use the following video. Once you have the image downloaded, I want you to take what you learned about Texas from our Zoom meeting with our class and color code it. Then add a star where the capital of Texas is located.

Below the text is a large image of a black outline map of Texas with a small black star in the eastern part of the state, representing the capital.

At the bottom, there is an audio recording file named "Audio Recording.webm" (168 KB) and a "SUBMIT: Image of Map Example" section with instructions: "Color the map of Texas, and show where the capital of Texas is located by using a small star. if you need assistance, please use the following video to remind you how to turn in an image from your ..." and a due date of "Monday, August 17, 2020 at 11:59 pm".

The left sidebar is more extensive, including "Workload Planning", "BrainPOP", "Conferences", "Edpuzzle", "LockDown Browser", and "Thrivily for Classroom". An "Access Code" box at the bottom left shows "GT7G-Z2G9-VN9KJ" with a "Reset" button.

# CISD Scope and Sequence Elementary School Example: 2nd Grade – Math

In order to help support appropriate pacing and overall lesson design within the district, face to face and remote learning will follow the same scope and sequence. However, lessons and assessments will vary based on educator design and learner needs.

## 2nd Grade Mathematics

### 1st Grading Period (8.5 weeks)

#### Unit 1: Numeracy to 100

8/17-8/21 **Building Classroom Environment/Relationships**

8/24-8/28 **Recognizing Patterns on a Hundreds Chart, Even and Odd, 10 More & 10 Less** (I can determine whether a number up to 40 is even or odd using pairings of objects. I can use an understanding of place value to say a number that is 10 more or less than a given number up to 100.)

8/31-9/11 **Composing and Decomposing to 100, Recalling Basic Facts within 20** (I can use concrete and pictorial models to compose and decompose numbers up to 100 in more than one way. I can recall basic facts to add and subtract within 20 with automaticity.)

9/14-9/18 **Representing Numbers to 100** (I can use standard, word, and expanded forms to represent numbers up to 100.)

9/21-9/25 **Comparing and Ordering Numbers to 100** (I can say a number that is greater than or less than a given whole number up to 100. I can use place value to compare and order whole numbers up to 100 using comparative language, numbers, and the symbols  $>$ ,  $<$ , or  $=$ .)

9/28-10/2 **Determining the Value of Money** (I can determine the value of a collection of coins up to one dollar. I can use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins.)

10/5-10/8 **Adding and Subtracting Two-Digit Numbers, Word Problems** (I can add and subtract two-digit numbers using mental strategies and algorithms. I can solve word problems involving addition and subtraction within 100 using strategies based on place value.)

[Exemplars Assessments Bank](#)

Graphing Progression: organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more

2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, **2.2A, 2.2B, 2.2C, 2.2D**, 2.2E, 2.2F, 2.7A, 2.7B, 2.10A, **2.10B, 2.10C**, 2.10D

**\*Bold: High Priority Learning Standards**

[1st Grading Period Assessments Working Document](#)

### 2nd Grading Period (9 weeks)

#### Unit 2: Numeracy to 100, Addition and Subtraction, Time

10/13-10/23 **Adding and Subtracting Two-Digit Numbers, Word Problems** (I can add and subtract two-digit numbers using mental strategies and algorithms. I can solve word problems involving addition and subtraction within 1000 using strategies based on place value. I can generate and solve problem situations within 1,000.)

10/26-10/30 **Telling Time** (I can read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.)

11/2-11/6 **Composing and Decomposing up to 1000** (I can compose and decompose numbers up to 1,000 in more than one way.)

11/9-11/13 **Representing Numbers up to 1000** (I can represent numbers up to 1,000 using standard, word, and expanded forms.)

11/16-11/20 **Comparing and Ordering Numbers up to 1000** (I can generate a number that is greater than or less than a given whole number up to 1,000. I can use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ ).

11/30-12/18 **Adding and Subtracting Three-Digit Numbers, Word Problems** (I can solve word problems involving addition and subtraction within 1000 using strategies based on place value. I can generate and solve problem situations involving addition and subtraction of whole numbers within 1,000.)

Graphing Progression: organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more; write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; draw conclusions and make predictions from information in a graph

[Exemplars Assessment Bank](#)

2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F, 2.1G, **2.2A, 2.2B, 2.2C, 2.2D**, 2.2E, 2.2F, **2.4B, 2.4C, 2.4D**, 2.7B, 2.7C, 2.9C, 2.9G, **2.10B, 2.10C**, 2.10D



# Elementary CISD District Purchased Online Resources for Learning

To ensure alignment and equity within instruction, all elementary learners have access to specific district provided resources. This helps to ensure fidelity with delivery of instruction and helps to support progress monitoring of learner growth in various ways.

Elementary District Purchased Tools		
 Schoology	 Zoom	 MackinVia
 PearDeck	 Bulb (digital portfolio)	 Flocabulary
 Notability	 Explain Everything	 <b>**iStation</b>
 DreamBox	 <b>**RazKids</b>	 Reflex Math
 Google Drive	 <b>**Brain Pop</b>	 <b>**Tumble Books</b>
 <b>**Power Knowledge</b>	 Gizmos (3rd - 5th)	 Mystery Science

\*\* Apps are notated with two stars if it is available in both English and Spanish

# Elementary District Purchased Library Resources

To ensure alignment and equity within instruction, all elementary learners have access to specific database resources. This also helps to ensure fidelity with delivery of instruction and specific access to information for all learners.

## Elementary Library Resources



Britannica Image Quest



Britannica School



Capstone Interactive



CultureGrams



Discovery Education



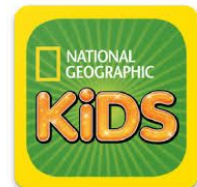
FactCite



Gale Cengage



Learn360



National Geographic Kids



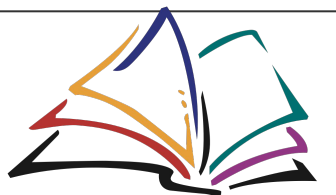
PebbleGo



PebbleGo Next



ProQuest SIRS Discoverer

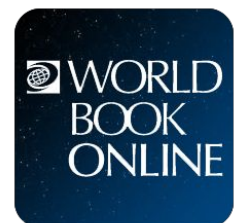


TeachingBooks.net

TeachingBooks.net



TumbleMath



World Book Online





---

# **Middle School Instructional Resources for Learners and Families**

## Middle School Mathematics

High quality mathematics curriculum and instruction engages hands, minds and intellect through authentic, active learning that supports each learner to achieve personal success. These learning experiences, assessed through a variety of methods, bridge the concrete and abstract by applying critical thinking skills and problem solving strategies in meaningful and relevant situations. Through the understanding of mathematical concepts and reasoning, every learner will be prepared to communicate effectively using the language of mathematics as a tool to meet future challenges.

### Classroom structures/routines:

- ❑ **Retrieval Practice** (Educators intentionally design opportunities for learners to recall and bring information to mind from past mathematical learning in order to strengthen understanding. This study technique supports learners to become aware of what they understand and are able to do in mathematics in order to guide needed review.)
- ❑ **Inquiry-Based Learning Experiences** (Designed to promote student inquiry, learners are given the opportunity to question, estimate, consider, solve, and reflect on mathematical tasks in pursuit of understanding the concept within the learning goal.)
- ❑ **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and make sense of the mathematics.)
- ❑ **Collaboration and Practice** (Learners navigate mathematical tasks and solve problems alone and through the contributions of a team.)
- ❑ **Assessment** (Throughout learning experiences, educators assess the understanding of the learners as well as learners assess their own understanding in a variety of ways. As part of a system of anticipating, monitoring, selecting, sequencing, and connection, educators guide learners to move forward along the developmental progression of learning mathematics.)
- ❑ **Reflection** (In response to intentionally-designed thinking prompts/questions, learners use metacognition to consider what they know, understand, and are able to do and how these compare to the learning outcomes of the lesson or unit of study.)
- ❑ **Ongoing Learning** (In the middle school grades, the computer-adaptive program, DreamBox, is used to support learners to continue learning mathematics and provide educators with data to inform classroom instruction, intervention, and enrichment.)
- ❑ **Intervention and Enrichment** (In response to ongoing quantitative and qualitative data, educators design learning opportunities for learners to progress through learning mathematics based on specific, measurable goals.)



## Middle School Science

The Middle School Science curriculum and instructional strategies are anchored in high levels of inquiry, experimental design, the scientific investigation process, and hands-on learning experiences. Learners will be exposed to natural phenomena in all the major strands of science including Life Science, Physical Science, and Earth/Space Science. Learners will then engage in scientific questioning about these phenomena, conducting focused explorations in an attempt to solve problems or construct explanations. Investigations will give learners practice using fundamental scientific tools and technology. Learners learning will take place collaboratively and individually using feedback and evidence as a basis for conclusions. Middle School Science particularly integrates new mathematical and technological skills to allow for a deeper level of complexity and understanding of content first encountered at the Elementary Level.

### Classroom structures/routines:

- ❑ **Inquiry** (Educators inspire curiosity in learners, coaching them to be curious, ask questions, and find solutions – can be guided by educators or an open-ended exploration)
  - ❑ **Hands-On Investigations** (Learners work to solve a problem or derive an explanation using science tools and materials in a laboratory)
  - ❑ **Technology** (Learners and educators use devices, apps, and digital tools to assist during investigations or lessons)
  - ❑ **Collaboration** (Learners work together during laboratory investigations, projects, or practice using feedback from each other to improve results)
  - ❑ **Assessment** (Educators regularly monitor learner progress informally and formally while learners also assess each other)
  - ❑ **Mini-Lessons** (Educators provide rich discussion opportunities, ask and answer learner questions, provide live demonstrations, and use multimedia to engage learners in content)
- 

## Middle School Social Studies

Secondary Social Studies is an integrated curriculum which increases learners' understanding of their role as a citizen in the community, state, nation, and world. Learners acquire and use critical thinking skills to understand the diversity necessary to thrive in an interdependent world. Learners will think creatively and reflect about the past to connect to the present in order to solve recurring and future problems. As a result of their social studies education, they are prepared to be active citizens in a democratic society.

### Classroom structures/routines:

- **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and make sense of the content.)
- **Problem Based Learning Experiences** (Designed to promote learner inquiry, learners tackle a real-world Social Studies challenge and evaluate the effectiveness and creativity of their solutions)
- **Hands On Experiences** (Learners are engaged with the content through the use of primary sources, manipulatives, simulations, and research.)
- **Collaboration and Practice** (Learners are provided opportunities for civic dialogue: the ability to discuss topics, listen to different opinions, and engage in constructive and collaborative conversations. In addition, learners read with a purpose and write frequently to both process and present learning.)
- **Assessment** (Throughout the learning experiences, educators assess the understanding of the learners and learners assess their own learning in a variety of ways.)

## Middle School Literacy

The Middle School Literacy program is designed to ensure that all learners develop and desire a literate life through the purposeful and intentional instruction and practice of reading, writing, speaking, listening, and thinking. Instruction is designed and delivered with a workshop approach, aiming to foster a love for literacy that reaches across content areas and becomes deeply ingrained in the learner's life.

Our commitments in a literacy workshop model include opportunities for learners to have explicit instruction in the process and skills of proficient reading and writing, to have long stretches of time to independently read and write, to read high-interest books on their levels, to have authentic writing opportunities, to talk and write about the texts they are reading and to share their writing with a community of writers, and to receive clear goals and frequent feedback so that they continue to grow as readers and writers.

### Classroom structures/routines:

- **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and launch them into independence)
- **Independent Reading/Writing** (Authentic reading and writing with purpose which includes learner choice and educator guidance)
- **Literature Circles** (Educator uses a mentor text to model and discuss prior to launching learners into groups for discussion and practice using books of choice intentionally selected to align with the themes in the mentor text)
- **Strategy Groups** (Small group instruction intended to focus on a specific strategy and goal-directed instruction in reading and writing)
- **Assessment** (Throughout the learning experiences, educators assess the understanding of the learners and students assess their own learning in a variety of ways)
- **Conferring** (Educator meets briefly with individual learners to discuss strengths, areas of growth, and goals)
- **Share** (Learners share their thinking about their reading and writing)
- **Grammar and Vocabulary** (Learners engage in grammar and vocabulary activities that can be applied in their independent reading and writing)



---

## Middle School Electives: Band, Choir, Theatre, PE, Athletics, iExplore, etc.

Both face to face and remote instruction requires learners to participate in all of their elective courses as well as academic content areas. Specific updates for electives will be provided by the classroom educators and campuses as well.

## Middle School Fine Arts

The Middle School Fine Arts programs are designed to educate students in the disciplines of music, theatre, and visual arts. Study in the Arts is integral to our society. They are a part of the cultural heritage of every American. The Arts are what make us most human – most complete as people. The Arts cannot be learned through occasional or random exposure any more than math or science can. Education and engagement in the Fine Arts are an essential part of the school curriculum and an important component in the educational program of every student in Coppel ISD.

Students in the Fine Arts are educated through a production-performance model, where scaffolded lessons lead to a culminating event. As learners progress through the arc of the year's benchmarks, students gain life-long skills related to artistic production and live performance. As well, student-artists experience the rigors of the arts coupled with relevant content to other academic disciplines and perform a vital role in the collaborative process.

### Classroom structures/routines:

- **Mini-Lessons** (Educator-designed opportunities are provided for learners to gain new knowledge, connect to prior understanding, and launch them into independence)
- **Independent Production/Practice** (Artistic production and practice with purpose which includes learner choices and educator guidance.)
- **Hands On Experiences** (Learners are engaged with the content through the use of primary sources, manipulatives, simulations, and research.)
- **Collaboration and Practice** (Learners are provided opportunities for artistic dialogue: the ability to discuss topics, listen to different opinions, and engage in constructive and collaborative conversations. In addition, learners frequently submit partial assignments to ensure proper growth and development along an educator-prescribed timeline.)
- **Assessment** (Throughout the learning experiences, educators assess the understanding of the learners and learners assess their own learning in a variety of ways.)
- **Reflection** (In response to intentionally-designed thinking prompts/questions, learners use metacognition to consider what they know, understand, and are able to do and how these compare to the learning outcomes of the lesson or unit of study.)



## Instructional Example:

### Middle School Day of Learning Activities Might Include

Your child can still complete learning outside of the designated times set for the school day. However, they will still have to complete the learning during the same day to be counted present for their engagement. Example: Your child could complete some of the learning from 6-8pm if they are still needing to complete specific learning tasks. There will be some assignments that are not due the same day of learning and the educator will let the learner know due dates. \*\*\*It will be important to have your child working during the set school hours if possible, as these are the times that will be set for live Zoom sessions and opportunities for them to touch base with the educator and other learners.

### 7th Grade Example

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<b>Login to Schoology</b>				
8:10 <b>1st Period STEM</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> STEM Content Course</li> <li>- <b>LEARN:</b> Engage in PearDeck Team Activity</li> <li>- <b>EXPLORE:</b> Continue Learning to Code with Unplugged Activity</li> <li>- <b>REFLECT:</b> Submit screenshot of completed work in digital portfolio (Bulb)</li> </ul>				
9:05 <b>2nd Period Science</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Science Content Course</li> <li>- <b>CONNECT:</b> Respond to discussion board as pre-assessment</li> <li>- <b>ENGAGE:</b> Peardeck Activity of new content</li> <li>- <b>DESIGN:</b> Continue work in Keynote learning journal by recording experiment observations and submit screenshot of work</li> <li>- <b>REFLECT:</b> Reflect on experiment in Bulb by adding images and connections</li> </ul>				
10:00 <b>3rd Period Math</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Math Content Course</li> <li>- <b>CONNECT:</b> Pre-Assessment Task</li> <li>- <b>LEARN:</b> Small Group Lesson in Zoom</li> <li>- <b>PRACTICE:</b> Content Activity</li> <li>- <b>REFLECT:</b> Respond to prompt in Bulb template</li> <li>- <b>CONTINUE:</b> DreamBox Math</li> </ul>				
10:50 - 12:20 <b>4th Period US History (and Lunch)</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> US History Content Course</li> <li>- <b>LEARN:</b> View video on the 13 Colonies</li> <li>- <b>PRACTICE:</b> Complete 2 tabs in Numbers workflow</li> <li>- <b>SUBMIT:</b> Screenshot of completed tabs</li> </ul>				
12:25 <b>5th Period Literacy</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Literacy Content Course</li> <li>- <b>ENGAGE:</b> Small group mini-lesson on Zoom</li> <li>- <b>PRACTICE:</b> Independent Reading</li> <li>- <b>SHARE:</b> Reflection in digital learning journal</li> <li>- <b>SUBMIT:</b> Screenshot of completed work</li> <li>- <b>CONTINUE:</b> iStation App/No Red Ink Platform</li> </ul>				
1:20 <b>6th Period iExplore</b>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b> iExplore Content Course</li> <li>- <b>LEARN:</b> View educator Explain Everything video</li> <li>- <b>PRACTICE:</b> Use Swift App on iPad</li> <li>- <b>ASSESS:</b> Complete Unit Assessment in Schoology</li> </ul>				
2:15	<b>Intervention Time</b>				
2:45 <b>7th Period Art 1</b>	<b>7th Period - Art 1</b> <ul style="list-style-type: none"> <li>- <b>ACCESS:</b> Art Content Course</li> <li>- <b>LEARN:</b> Video pre-recorded content</li> <li>- <b>PRACTICE:</b> Practice skill that is being taught</li> <li>- <b>SUBMIT:</b> Submit completed work by adding image in Schoology Assignment</li> </ul>				
3:35	<b>Exit Ticket</b>				

# CISD Scope and Sequence Middle School

## Example: 6th Grade – Social Studies

In order to help support appropriate pacing and overall lesson design within the district, face to face and remote learning will follow the same scope and sequence. However, lessons and assessments will vary based on educator design and learner needs.

# 6th Grade Social Studies

## 1st Grading Period (8 weeks)

Skills Progression: Throughout the year, students will answer geographic questions, differentiate between, locate, and use valid primary and secondary sources, and will analyze information by sequencing, categorizing, identifying cause- and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

### Unit 1: North America Geographic Systems

Aug 17-21 - **Building Classroom Environment/Relationships**

Aug. 24-28 - **Map Skills/ North American Geography**

Aug. 31-Sept. 4 - **North American Geography/ Culture**

Sept. 8-11 - **Culture/ Government**

Sept. 14-18 - **Economy**

Sept. 21-25 - **Review & Assess**

**6.3A, 6.3C, 6.3D, 6.5B, 6.5C, 6.9A, 6.9B, 6.10A, 6.10B, 6.11A, 6.12A, 6.12B, 6.13A, 6.19A, 6.19B, 6.20A, 6.20B, 6.20C, 6.20D, 6.21A, 6.21B, 6.21C, 6.21D, 6.21E, 6.22**

### Unit 2: Europe

Sept. 28-Oct. 2 - **Greece & Rome/ Feudalism/ Bubonic Plague/ Crusades**

Oct. 5-9 - **Renaissance/ Protestant Reformation/ American Revolution**

## 2nd Grading Period (9 weeks)

### Unit 2: Europe (Continued)

Oct. 12-16 - **French Revolution/ Industrial Revolution/ Russia**

Oct. 19-23 - **World Wars 1 & 2**

Oct. 26-30 - **Cold War/ European Union**

Nov. 2-6 - **Review & Assess**

**6.1B, 6.2A, 6.2B, 6.3D, 6.6A, 6.7B, 6.7C, 6.10C, 6.15C, 6.15D, 6.18A, 6.19A, 6.19B, 6.20A, 6.20B, 6.20C, 6.20D, 6.21A, 6.21B, 6.21C, 6.21D, 6.21E, 6.22**

### Unit 3: Middle East

Nov. 9-13 - **Government M.E./ Ancient Civilizations**

Nov. 16-20 - **Egypt/ Veterans Day/ Ottoman Empire**

Nov. 30-4 - **Middle East Religions**

Dec. 7-11 - **Modern Conflicts/ Historic Beginnings/ Religion & Culture/ Resources**

Dec. 14-18 - **Arab Spring/ Review & Assess**

**6.1B, 6.2A, 6.3D, 6.8B, 6.9C, 6.11B, 6.13B, 6.13C, 6.13D, 6.15A, 6.15B, 6.16C, 6.17A, 6.17B, 6.18B, 6.19A, 6.19B, 6.20A, 6.20B, 6.20C, 6.20D, 6.21A, 6.21B, 6.21C, 6.21D, 6.21E**



# CISD Schoology Middle School Example

This screenshot shows the main course page in Schoology. The top navigation bar includes 'COURSES', 'GROUPS', 'RESOURCES', 'TOOLS', and 'AMP'. The left sidebar contains a navigation menu with options like 'Materials', 'Updates', 'Gradebook', 'Grade Setup', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', 'Workload Planning', 'BrainPOP', and 'Conferences'. The main content area displays the course title 'Middle School - Social Studies - 7th Grade: 2nd Period' and 'Coppell ISD'. Below this, there are buttons for 'Add Materials' and 'Options'. The course content is organized into folders: 'Course Information' (containing 'Welcome to 7th Grade Texas History', 'Course Overview Video', and 'Texas History - 1st Nine Weeks Objectives'), 'Parent Information' (containing 'Logging into Schoology', 'Using Bulb Templates from Schoology', 'Using Flipgrid with your Children', and 'Parent Weekly Feedback Form'), and 'Learning' (containing three weekly folders: 'Aug 31 - Sept 4th', 'Aug 24th - 28th', and 'Aug 17th - 21st').

This screenshot shows a detailed view of a learning activity. The top navigation bar is the same as the previous screenshot. The left sidebar is also present. The main content area shows the activity title 'Math 7: 1st Period, 2nd Period, 4th Perio ...' and 'Sept 8 - 11th'. Below this, there are buttons for 'Add Materials' and 'Options'. The activity content is organized into sections: 'Learning Outcome' (with a 'MONDAY' header), 'RECALL: Quadratic Functions', 'WATCH: Press Play for Math - Exponential Functions', 'PRACTICE: Exponential Functions', 'DISCUSS: If You Chose the Biology Lab Task - Respond to this Discussion', and another 'Learning Outcome' (with a 'TUESDAY' header). The 'WATCH' section includes a video player and a list of tasks. The 'DISCUSS' section includes a discussion board prompt. The 'Learning Outcome' sections describe the ability to model exponential functions mathematically and interpret the meaning of key features of real-life problems in context of the given situation.



## District Purchased Online Resources – Middle School

To ensure alignment and equity within instruction, all middle school learners have access to specific district provided resources. This helps to ensure fidelity with delivery of instruction and helps to support progress monitoring of learner growth in various ways.

### Middle School District Purchased Tools



Schoolology



Zoom



MackinVia



PearDeck



Bulb (digital portfolio)



Flocabulary



Notability



Explain Everything



Membean



Dreambox



Turnitin



No Red Ink



Google Drive



Gizmos



iStation

# District Purchased Library Resources – Middle School

To ensure alignment and equity within instruction, all middle school learners have access to specific database resources. This also helps to ensure fidelity with delivery of instruction and specific access to information for all learners.

## Middle School Library Resources



ABC-CLIO



Britannica Image Quest



Britannica School



Cavendish Square



Country Reports



CultureGrams



EBSCO Host



EBSCO LearningExpress



Gale Cengage



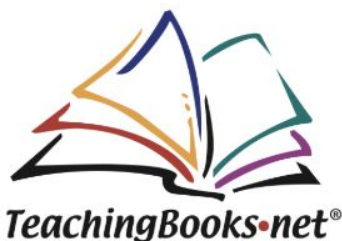
Learn360



National Geographic Kids



ProQuest SIRS Discoverer



TeachingBooks.net



TumbleMath



World Book Online



# **Attendance and Engagement Levels**

## **Grading, Assessment and Homework Practices for Learners and Families**

# CISD Attendance and Engagement Levels



## Attendance Face to Face (in-person)

Attendance for face to face learners will continue to follow the attendance policies set by the district and state for learning. It is an expectation that learners are coming to school each day and completing tasks/assignments within the learning. Please see the following information on the [CISD District Website](#) concerning attendance or reach out to your campus for specific attendance questions you may have during the year.

## Attendance Remote (at-home)

Attendance for remote asynchronous learning requires tracking from the district/campus of at least one or more of the following factors per the Texas Education Agency (TEA):

- ❑ **Data from Learning Management System (Schoology) showing progress made that day**
- ❑ **Curricular progress evidenced from educator/learner interactions made that day**
- ❑ **Completion and submission of assignments planned for that day**

The district and campuses will be using various data reports to show learner engagement within our systems along with educator feedback on learner interactions/participation in the learning each day. Attendance will be recorded one day after learning in order for reports to capture any interactions with learning that might happen after school hours (up until 11:59PM).

(Example: Learning occurs on August 19th so data would be pulled on August 20th to see learner participation in learning.)

Details for remote learning are being updated with district policy and will be available on the [CISD District Website](#).

---

## CISD Grading, Assessment, and Homework Practices

### Grading

Face to face (in-person) and remote (at-home) distance learning will follow the same grading guidelines set by the district. PK-3rd grade will report out using standards-based grading practices. 4th and 5th grade will follow the expectations for elementary and 6th-12th will follow the expectations for secondary. All learners must adhere to the [CISD Code of Conduct](#) for any issues where academic integrity/cheating might occur.

### Assessment

Educators will be analyzing various pieces of data throughout the year in order to give and receive feedback with both face to face and remote learners. It will be crucial for learners to be engaged in the learning provided and actively participating each day. There will be activities and assignments that will need to be turned in through Schoology along with hands-on and video connections throughout the learning experiences. The district will also be using specific learning assessment tools such as NWEA MAP (K-9), iStation (PK-8), Dreambox (K-8), Raz Kids (PK-5), Reflex Math (PK-5), Membean (6-12), Peardeck (K-12), Bulb Digital Portfolios, as well as other online tools to measure growth within the learning process. Learners receiving specialized supports and/or accommodations in various areas such as Special Education, 504, Dyslexia, English Language Supports, Gifted and Talented Supports will also have data collected to support their overall learning needs.

### Homework Practices

As a district, we realize in having face to face (in-person) and remote learning (at-home), that many of our learners will already be doing "work at home". Therefore, we will make every effort to allow for independent practice of skills to happen within the academic learning day. This way there will not be additional need to practice skills at home after school hours. There may be times in which learners are having to complete assignments outside of the academic learning day, but we will do our best to monitor and not assign daily homework. Parents/Guardians may always choose to have their child do additional practice with online resources/databases, reading of library books/ebooks or paper-based or digital writing activities.

# Coppell ISD Minimum Expectations for Grading Practices

2021-2022



Name of Reporting Category	Percentage of Average	Coppell ISD <i>Minimum</i> Expectation of Grades in Content Category
<p><b>Performance Tasks</b> A performance task is any learning activity or assessment that asks students to perform and/or demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serves as evidence of learning. These could also include small tasks or activities, completion of chunked steps of a larger assignment, active participation in and contribution to collaborative activities, daily or weekly checks for understanding or completion, exit tickets, and certain lab or project reporting elements.</p>	55%	<p><b>Elementary: 3</b></p> <hr style="width: 50%; margin: 20px auto;"/> <p><b>Secondary: 4</b></p>
<p><b>Summative Assessments</b> Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.</p>	45%	2

\*\*\*[DLI Grading Practices - Linked here](#)

\*\*\***New Tech High** categorizes reporting categories in alignment with the New Tech Network learning outcomes.

\*\*\***Pre-K, Kindergarten, 1st, 2nd and 3rd Grade** - uses standards-based grading practices and rubrics

\*\*\***All CISD grading practices and policies will remain the same for face to face (in-person) learning and remote (at-home) distance learning.**

# Coppell ISD Minimum Expectations for Grading Practices 2021-2022 (continued)



**\*\*\*Academic integrity will be enforced for face to face (in person) learning and remote (at-home) distance learning.** Learners shall not engage in cheating or copying the work of another person, plagiarism, deception, sabotage, or facilitation to assist another person in any of these practices. Unauthorized communication should not occur between students before, during, or after an assignment or an examination has been assigned or administered. Any unauthorized use, access, removal, stealing, taking, making an image, or using or storing an image of content-related material shall also be considered academic dishonesty. (See CISD Student Code of Conduct 2020-2021)

**\*\*\*Reassessment practice:** Educators are required to provide the opportunity for reassessment with test grades in the Summative Assessment category for learners who score below a 70 during the marking period. Campus intervention practices must occur prior to reassessment, and the learner is responsible for attending designated re-teaching, tutoring or campus designed interventions. Anyone who scores below a 70 on a test within the Summative Assessment category has the opportunity to reassess for a score up to 70%, but no higher.

**\*\*\*Educators do not need to reassess other assignments up to 70%; however, they need to give opportunities for learners to show evidence of learning, as **zeros should only be an option after all other campus-based strategies have been exhausted.** It is **required that parent notification occurs** and as a district understand that reassessment is always a best practice for learning.**

**\*\*\* No semester exams or spring final exams will be given 6th-12th grade.** Educators will have a summative assessment that will be part of their 2nd and 4th nine week grades designed to comprehensively measure overall growth. These will be given near the end of the 2nd and 4th nine weeks, and the reassessment practice does not apply to these summative assessments.

### **\*\*\*Course Grade Point Average (GPA) Weighting**

All course GPA weightings, whether a learner is participating in face to face (in-person) instruction or remote (at-home) instruction, will remain as published in the campus course guides.





**Resources for Families:  
Specialized Supports  
for Learners**

# Recommendations for PK Early Childhood (EC) and Early Childhood Special Education (ECSE)

---



## PK Early Childhood (EC) and Early Childhood Special Education (ECSE)

Coppel ISD will ensure that learners identified as Early Childhood (EC/PK) are provided with appropriate instruction based on the Texas PreKindergarten Guidelines. We will ensure, to the greatest extent possible, each Early Childhood learner can be provided the instruction and differentiation based on their academic and linguistic needs.

### PK Early Childhood (In-Person)

Whole group learning, small group instruction and interventions will be provided in person. Face to face instruction will occur with proper safety precautions, limited group size and sanitization protocols. Educators will develop a schedule to cover the required minutes for core content instruction.

### PK Early Childhood (Remote, At-Home)

Instruction will include whole group Zoom lessons and access to digital resources through Schoology. Small group intervention sessions will be scheduled for synchronous virtual participation and engagement. Teachers will develop a schedule to cover the required minutes for core content instruction.

---

## Early Childhood Special Education

Under IDEA, “eligible” children with disabilities, ages 3-21, are entitled to receive a free and appropriate public education (FAPE). The public school program for young children, ages 3-5, is called the **Early Childhood Special Education (ECSE)** (*formally called Preschool Program for Children with Disabilities (PPCD)*).

- ❑ **Blended EC/ECSE** - Learners receive instruction from qualified EC educators along with certified special education educators. Learners’ curriculum is based on the Texas Pre-K guidelines and IEP goals.
- ❑ **Self-Contained ECSE** - Learners in the Self-Contained ECSE setting are working on their Individualized goals and PK guidelines.
- ❑ Learners will receive small group intervention as identified in their IEP. Small group intervention may be scheduled as in class support, direct therapy or integrated services.



Coppell ISD will ensure that learners who are identified as English Learners (ELs) are provided with appropriate instruction based on English proficiency levels. We will ensure that, to the greatest extent possible, each learner with limited English proficiency can be provided the educational and linguistic services identified in the student's Language Proficiency Assessment Committee (LPAC) plan.

## Instruction

- ❑ Learners will continue to be supported consistent with their LPAC Plan. Those who receive the majority of their services through the general education setting will continue to receive access to their instructional design and accommodations by general education staff.
- ❑ Learners served through ESL/Bilingual will continue to receive accommodations and services.
- ❑ Small group instruction and interventions for learners in the beginning stages of building English proficiency will be provided either in person or virtually (remote, at-home). In-person (face to face) instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual Interventions will include direct access to the ESL facilitator.
- ❑ Remote (at-home) newcomer instruction will be scheduled in advance with the ESL facilitator. Learners will be expected to be available at their assigned instruction or small group time for synchronous learning.
- ❑ Dual Language Immersion (DLI) will maintain fidelity to the CISD Language Allocation Plan for face to face and virtual learning in order to maintain the integrity of the program model.

## Parent Input

- ❑ If at any time you have questions about your child's English language services, please contact your child's educator and/or campus ESL Facilitator.
- ❑ Parents who do not speak or understand the language of instruction should continue supporting and encouraging their child through the productive struggle of learning a second language.
- ❑ While the learning of a second language is best facilitated through a face to face model, the district is committed to providing language programs in both face to face and remote learning.

## Assessment

- ❑ Remote data collection, social distance observation, and educator checklists will be conducted remotely to monitor language proficiency.
- ❑ Safety precautions will be taken when face to face assessment is required for eligibility determination. Safety precautions include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.

## Resources

[Link to parent DLI Guidance](#)  
[CISD Newcomer Family Resources](#)

# Intervention Services

## Special Education, 504, and Dyslexia

---



*Coppel ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the educational and related services identified in the student's individualized education program (IEP) or Section 504 Plan.*

---

### **Instruction**

Learners with identified disabilities will continue to be supported as stated in their IEP/504 Plan.

- ❑ Learners who receive the majority of their services through the general education setting will continue to receive access to their IEP goals, accommodations and modifications provided by special education and general education staff.
- ❑ Learners served in a special education setting will continue to receive individualized, modified and/or alternate curriculum based on their IEP.
- ❑ Learners served through Section 504 will continue to receive accommodations and services identified in their Individual Accommodation Plan.

### **Small Group Therapy and Intervention (In-Person)**

Small group instruction and interventions will be provided in person. In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitization protocols.

### **Small Group Therapy and Intervention (Remote, At-Home)**

Virtual Interventions will include direct access to the therapist or interventionist as well as access to relevant individualized digital resources to reinforce the target skill. Small group therapy and intervention sessions will be scheduled for synchronous virtual participation and engagement.

### **Additional Access to the IEP**

Learners who choose the remote (at-home) option for their learning location may receive some or all of their IEP services, such as “walk-in” therapy in person. Availability of walk in services may be limited due to local health restrictions. Arrangements must be made with the Special Education Educator, campus administration and therapist. Transportation as a related service is available at the beginning and end of the school day. There will not be shuttle services for individual therapy sessions. If this is a particular hardship for your family, please reach out to Stephanie Flores, Director of Intervention Services [sflores@coppellisd.com](mailto:sflores@coppellisd.com)

# Intervention Services

## Special Education, 504, and Dyslexia



### Dyslexia Services

- ❑ Learners will have a scheduled time according to his/her individualized plan. Learners will be expected to be available at their assigned therapy time.
- ❑ Dyslexia services will be provided both in-person and virtually.
- ❑ Small group instruction and interventions will be provided either in person or virtually (remote, at home). In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual Interventions will include direct access to the therapist as well as access to relevant individualized digital resources to reinforce the target skill.

### Specialized Services

Group sizes will comply with state and local guidelines. Intervention Services staff will be trained in COVID-19 safety protocols, including sanitization between small groups and social distancing when possible.

- ❑ **Direct Related and/or Instructional Services** (speech therapy, occupational therapy, physical therapy, adapted PE, music therapy, direct psychological services, audiological and/or vision services) will be provided in person or via virtual platform and may include a combination of virtual lessons and activities. Virtual services will include direct access to the therapist (teletherapy), facilitator, or interventionist as well as access to relevant individualized digital resources to reinforce the target skill.
- ❑ **In class support** will be offered by special education staff to support the learner in the general education setting. Remote In Class Support includes consultation with the general education teacher and families, participation through Schoology and group Zoom sessions and implementation and support of required accommodations and modifications.
- ❑ **Inclusion** support may be limited due to the health and safety of the learners. To the extent possible, educators will find meaningful and purposeful ways for learners to engage with same-aged, non-disabled peers. Inclusion support may occur virtually or after safe and healthy practices are determined reasonable and reliable.
- ❑ **Consultative** Services may occur through parent training, teacher training, observation and feedback as well as access to online resources.
- ❑ **Homebound** Services will be provided via virtual platform with direct access to the Homebound Facilitator. Homebound Eligibility is determined by the ARD/504 Committee.

### Transportation

- ❑ Special Education Transportation services will be provided to eligible students as determined by the ARD committee.
- ❑ Transportation as a related service is available at the beginning and end of the school day. Shuttle services are not available for individual therapy sessions.

### **CISD Special Education Continuum of Services**

As we work together to provide essential and engaging learning experiences for our learners (whether face to face or remote) we will rely on the planning and preparation of our CISD staff along with feedback from our staff, learners and families. Learners identified for special education will receive services as identified through their Admission Review and Dismissal (ARD) committee which determines their specific services and supports needed. Our Special Education Continuum of Services is available to all eligible learners and utilizes evidence-based practices for curriculum, instruction and assessment.

### **CISD Special Education Continuum of Services**

- Content Mastery
  - Available on all CISD campuses (K-12)
- Resource
  - Available on all CISD campuses (K-12)
- In Class Support
  - Available on all CISD campuses (K-12)
- Personal & Academic Growth (PAG)
  - Currently located at Pinkerton Elementary, CMS-East, CHS9, and CHS
- Early Childhood Special Education
  - Currently located at Austin Elementary, Denton Creek Elementary, Lakeside Elementary, and Wilson Elementary
- Active Learning
  - Currently located at Richard J. Lee Elementary and CHS
- Structured Learning
  - Currently located at Cottonwood Creek Elementary, Denton Creek Elementary, Mockingbird Elementary, Valley Ranch Elementary, CMS-North, CMS-West and CHS
- Practical Academics
  - Currently located at Cottonwood Creek Elementary, Richard J. Lee Elementary, and Town Center Elementary
- Transitional Pathways
  - Currently located at CMS-North, CMS-West, CHS9, and CHS
- Adult Transition Services
  - Currently located at CHS
- Homebound
- Residential

### **CISD Special Education Clustering of Services**

As we plan for the uncertainty this year might bring, we need to ensure we have structures in place to support educators if they might be impacted due to COVID-19 or impacted in some other way during the school year. If an educator is not able to deliver daily instruction due to their health, quarantine needs, or other reason, we will have a back up plan to sustain instructional delivery and support.

Learners will continue to be assigned to a class roster for attendance and grading purposes, but district administrators and campus principals will work with educators in order to group learners/classes together for instruction based on changing numbers of face to face or remote instruction. Learners served in Special Education will be clustered based on district, campus and learner needs as identified in the IEP.

# Intervention Services

## Special Education, 504, and Dyslexia

---



### 504/Admission, Review, Dismissal (ARD) Meetings

- ❑ CISD will continue to hold required ARD/504 Meetings using a virtual platform to allow for meaningful participation and collaborative decision making. Each learner's Diagnostican, Campus 504 Coordinator, or Speech Language Pathologist will adhere to all federal timelines and ensure [Procedural Safeguards](#) are followed. Informed agreement and consent will be captured via electronic signatures from all required members.
- ❑ If at any time the parent/guardian has questions about their learner's IEP/504 Plan or services and wish to virtually convene an ARD/504 meeting to discuss, please contact the child's Diagnostican, Campus 504 Coordinator, or Speech Language Pathologist. A virtual meeting will be scheduled and an individualized link will be provided to all required members of the ARD/504 committee meeting.
- ❑ In making certain changes to a child's IEP after the Annual ARD meeting, the parent and the school may agree not to convene an ARD/504 committee meeting. Instead, they may make changes to the child's current ARD/504 plan through an Amendment. ARD/504 Amendments may address changes in instructional accommodations/modifications or adding/changing IEP goals/objectives.

### COVID Response Services

COVID-19 response services are defined as: *the provision of services for learners with disabilities in order to make up for service interruptions caused by temporary COVID-19 school building closures and the use of continuous learning options other than in-school instructional service delivery.* Neither the Individuals with Disabilities Education Act (IDEA) nor Article 7 (ESY) defines the term "recovery services." This term is increasingly being used by educators across the country in lieu of the term compensatory services in response to the unprecedented impact COVID-19 has had on our schools and its impact on the learning of ALL learners. **The term recovery services reflects the universal need of all learners to recover from any educational gaps in learning or loss of skills caused by the unexpected school building closures.**

### Compensatory Services

Should CISD not be able to provide a specific service as it is written in the IEP/504 plan, TEA has provided a [guidance document](#) on compensatory strategies and services. [Compensatory services](#) are generally defined as *educational services that a learner needs to make up for skills lost because the school district did not provide the services required by the IEP.* When it comes to compensatory services needed to make up for services that could not be provided because of the COVID-19 pandemic, the ARD committee's determination should not be viewed as remedy for a failure on the part of the school district, but rather **as a means to mitigate the impact of the loss of critical skills or learning that might have occurred as a result of special education and related services that could not be provided during the pandemic.**

Consideration for COVID Recovery Services and/or Compensatory Services will be determined by reviewing relevant data through the ARD/504 committee meeting or amendment.

# Intervention Services

## Special Education, 504, and Dyslexia

---



### 504/Special Education Evaluations

- ❑ A parent or guardian has the right to request a special education evaluation at any time. If you suspect your child has a disability, you can request an evaluation in writing to the school's principal or the district Child Find Coordinator, Becky Rainbolt [brainbolt@coppellisd.com](mailto:brainbolt@coppellisd.com).
- ❑ If the school knows, or has reason to suspect, that the student has a disability and a need for special education services, the school must refer the student for a special education evaluation.
- ❑ CISD will continue to provide Full and Individual Initial Evaluations, 3 Year Re-evaluations and 504 evaluations to the maximum extent possible.
- ❑ Remote data collection, social distance observation, teacher and parent interviews and checklists may be conducted remotely.
- ❑ The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of the evaluation may not be completed remotely in order to come to an eligibility determination.
- ❑ Safety precautions will be taken when face to face assessment is required for eligibility determination. Safety precautions include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.

Learners who choose the remote (at-home) option for their learning location will be scheduled for critical components of the evaluation to be completed face to face. Availability of walk-in evaluations may be limited due to local health restrictions. Evaluations will be scheduled with the campus diagnostician, speech therapist or dyslexia therapist. Transportation as a related service is available at the beginning and end of the school day. There will not be shuttle services for face to face evaluations. If this is a particular hardship for your family, please reach out to Stephanie Flores, Director of Intervention Services [sflores@coppellisd.com](mailto:sflores@coppellisd.com)

### Initial Timelines

While it is our intention to complete the evaluation within the federal timelines, we must follow local health mandates regarding face to face interaction. We are working closely with local and state officials for continued and up to date guidance regarding the completion of evaluations requiring face to face interactions.

We will respond to the written request for evaluation within 15 school days. Once we have determined an evaluation is needed and written parental consent is obtained we will complete the evaluation within 45 school days. Upon completion of the evaluation, we will review in an Admission Review Dismissal (ARD) meeting within 30 calendar days to determine eligibility.

In the event that an evaluation can not be completed within the established timelines due to county health mandates, or the health and safety of the student, we will hold an evaluation review meeting and discuss intervention options that can be implemented through general education. At that point we will also discuss current options for evaluation and a plan for completion beyond the established timeline.

Coppell ISD will ensure that learners identified as Gifted and Talented (GT) are provided with appropriate instruction based on their specific area(s) of identification. We will ensure that, to the greatest extent possible, each GTi identified learner will be provided the differentiation and extensions aligned to the general classroom curriculum.

## Health and Safety

- ❑ Gifted and Talented Interventionist staff will be trained in COVID-19 safety protocols.
- ❑ Additional PPE for staff as well as additional sanitization procedures will be in place to support learners in classrooms.

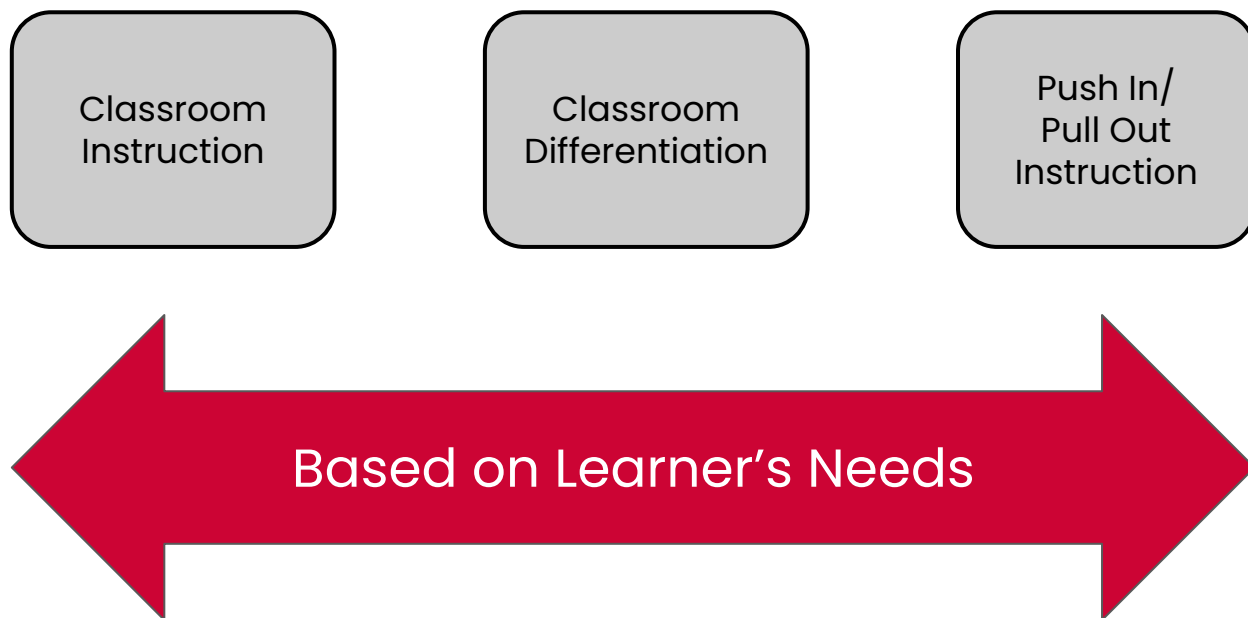
## Instruction

- ❑ Students will continue to be supported in a manner consistent with the CISD Gifted and Talented Services model (elementary, middle school, high school). Students will continue to receive individualized, modified and/or alternate curriculum as appropriate.
- ❑ Elementary small group instruction for differentiation and extension will be provided either in person or virtually (remote, at home). In-person, face to face instruction will occur with proper safety precautions, limited group size and sanitation protocols. Virtual instruction will include direct access to the Gifted and Talented Interventionist as well as access to relevant individualized digital resources to extend a targeted skill.
- ❑ Remote, at-home differentiation and extension will be scheduled in advance with the Gifted and Talented Interventionist. Students will be expected to be available at their assigned intervention or small group time for synchronous learning.

## Evaluations

- ❑ We will continue to provide Gifted and Talented Identification assessment to the maximum extent possible once further guidance is provided from the Texas Education Agency regarding universal and ongoing screening.
- ❑ Remote data collection, social distance observation, educator and parent interviews and checklists may be conducted remotely as needed.
- ❑ The administration of a standardized test in a non-standardized way impacts the validity of the assessment. For that reason, critical components of the gifted and talented evaluation may not be completed remotely in order to determine instructional placement.
- ❑ Safety precautions will be taken when face to face assessment is required for instructional placement. Safety precautions could include clear barriers, face masks/shields, hand sanitizer and cleaning protocols.

# Elementary Gifted and Talented Services Face to Face Instruction



**Classroom Instruction:** The classroom educator provides instruction for the learner based on his/her readiness for the content. In some cases, grade level content is appropriate for GT identified learners.

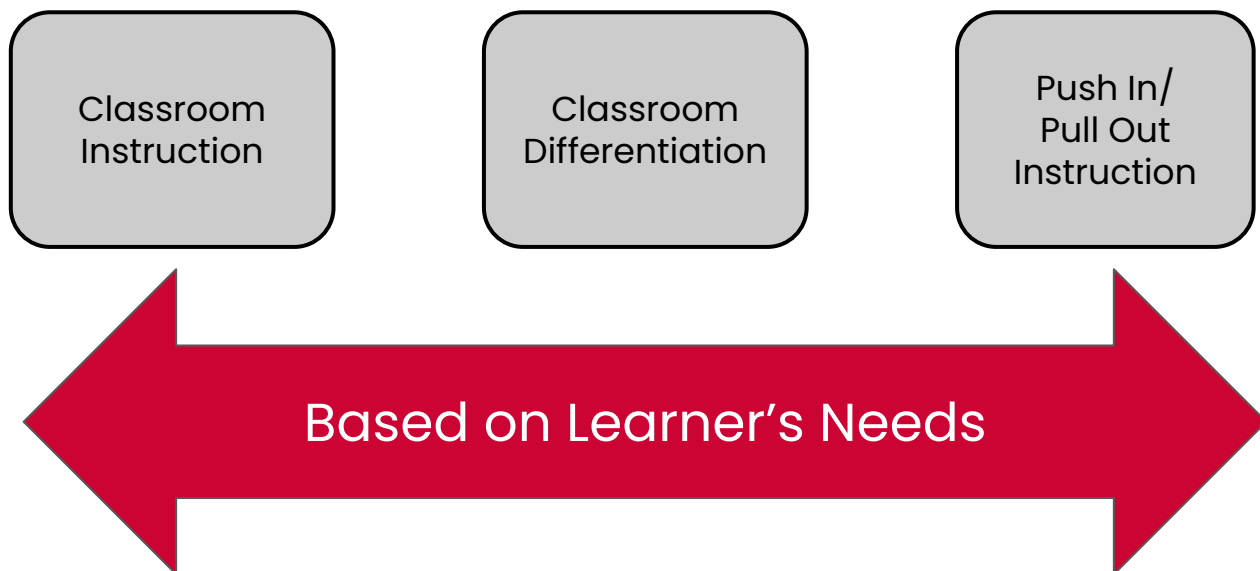
**Classroom Differentiation:** The campus Gifted and Talented Interventions (GTi) Specialist and the classroom educator co-plan instruction based on the high priority learning standards and differentiation of those standards (depth and complexity). Differentiation occurs most frequently based on pre-assessment of standards.

**Push In/Pull Out Instruction:** GTi Specialists push-in to the classroom to co-teach lessons, facilitate small group instruction, or work with an individual learner. GTi Specialists might pull learners out of their regular classroom instruction when learners require acceleration beyond grade level content, are working on projects beyond the scope of the general classroom curriculum, or are learning in multi-grade groups.

**Social-Emotional Nature and Needs:** GTi Specialists are trained in the unique social-emotional needs of GT learners. Social-emotional learning and support might occur in any of the instructional settings detailed above.



# Elementary Gifted and Talented Services Remote (At-Home) Instruction



**Classroom Instruction:** The classroom educator provides instruction for the learner based on his/her readiness for the content. In some cases, grade level content is appropriate for GT identified learners. This will occur in conjunction with the other remote guidelines detailed in this document.

**Classroom Differentiation:** The campus Gifted and Talented Interventions (GTi) Specialist and the classroom educator co-plan instruction based on the high priority standards and differentiation of those standards (depth and complexity). Differentiation occurs most frequently based on pre-assessment of standards. This will occur in conjunction with the other remote guidelines detailed in this document.

**Push In/Pull Out Instruction:** GTi Specialists may join classroom educators on their planned Zoom meetings to “push-in” to the classroom to co-teach lessons. Small group instruction or work with an individual learner will occur through separate Zoom meetings or through folders designated in Schoology for learners to access. GTi Specialists will provide “pull out” instruction for learners who require acceleration beyond grade level content, are working on projects beyond the scope of the general classroom curriculum, or are learning in multi-grade groups through separate Zoom meetings, access to the GTi Specialist’s Schoology course, or special folders in Schoology for learners to access.

**Social-Emotional Nature and Needs:** GTi Specialists are trained in the unique social-emotional needs of GT learners. Social-emotional learning and support might occur in any of the instructional settings detailed above through Zoom meetings or similar methods.

**Key Requirement Material Design:** The following resources are some of instructional materials/online tools we will utilize for learning. This list is not inclusive of every resource, however, it describes several of our overarching tools we will be using for both face to face and remote asynchronous instruction.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<b>Math Instructional Materials</b>	PK-12 and Adult Learners	<p>iStation Math - PK</p> <p>Dreambox Math - K-8th</p> <p>Reflex Math - K-5th (6-8 as needed for intervention)</p> <p>Coppell ISD Curriculum Documents (housed in Schoology)</p> <p>Teacher Created Materials</p> <p>Go Math - Supplemental Resources K-5</p> <p>Performing Math</p>	<p>NWEA MAP K-9th</p> <p>iStation Math - PK</p> <p>Dreambox Math - K-8th</p> <p>Reflex Math Fluency - K-5th</p> <p>Schoology AMP (formative and summative assessments)</p> <p>Bulb Digital Portfolios</p> <p>Panorama Student Success Platform</p>	Yes, all of our resources are TEKS aligned	<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>N2Y:</p> <ul style="list-style-type: none"> <li>- Unique Learning Systems</li> <li>- SymbolStix Prime</li> <li>- L3 Skills</li> <li>- News-2-You</li> </ul>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p><a href="#">EL Digital Toolbox</a></p>

		<p>Exemplars</p> <p>Engaging Mathematics</p> <p>Calculus: Early Transcendental Functions</p>	<p>Notability App</p> <p>Explain Everything App</p> <p>Peardeck App</p>			
<b>ELA Instructional Materials</b>		<p>Lucy Calkins Reader's and Writer's Workshop Model - K-5</p> <p>iStation Reading - PK-8th (9-12 as needed for special programs or intervention)</p> <p>Raz Kids Plus - PK-5 (6-8 or 9-12 as needed for special programs)</p> <p><a href="#">Tumble Books</a> - PK-5</p> <p>Flocabulary K-12</p> <p>Membean (6-12)</p> <p>Coppell ISD Curriculum Documents</p>	<p>NWEA MAP K-9th</p> <p>iStation Reading - PK-8th</p> <p>Reflex Math Fluency - K-5th</p> <p>Schoology AMP (formative and summative assessments)</p> <p>Bulb Digital Portfolios</p> <p>Panorama Student Success Platform</p> <p>Notability App</p> <p>Explain Everything App</p> <p>Peardeck App</p>	Yes, all of our resources are TEKS aligned	<p>Read Naturally</p> <p>Read 180</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>N2Y:</p> <ul style="list-style-type: none"> <li>- Unique Learning Systems</li> <li>- SymbolStix Prime</li> <li>- L3 Skills</li> <li>- News-2-You</li> </ul>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p><a href="#">EL Digital Toolbox</a></p> <p>iStation Spanish PK-5 (Dual Language Immersion Program)</p> <p>Raz Kids Plus Spanish PK-5</p> <p>*Imagine Learning (PK-5th)</p> <p>- *Only Specific ESL learners</p> <p>*System 44 (2-5th) -</p> <p>*Only Specific ESL learners</p> <p>Newcomer CISD Curriculum Course</p> <p>Imagine Learning</p>

		(housed in Schoology)  Teacher Created Materials  No Red Ink - 6-12  Turn it In - 6-12th				
<b>Science Instructional Materials</b>		Gizmos - 3rd-12th  PebbleGo (PK-5th)  Power Knowledge (K-5) (Earth and Space Science, Life Science and Physical Science)  Brainpop (and Brainpop Jr. Junior, ESL, Spanish) - all subjects PK-12  Mystery Science	Gizmos  Schoology AMP (formative and summative assessments)  Bulb Digital Portfolios  Panorama Student Success Platform  Notability App  Explain Everything App  Peardeck App	Yes, all of our resources are TEKS aligned	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.  N2Y: - Unique Learning Systems - SymbolStix Prime - L3 Skills - News-2-You	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.  <a href="#">EL Digital Toolbox</a>

		ADI - Argument Driven Inquiry  Coppell ISD Curriculum Documents (housed in Schoology)  Teacher Created Materials				
<b>Social Studies Instructional Materials</b>		Brainpop (and Brainpop Jr. Junior, ESL, Spanish) - all subjects PK-12  PebbleGo (PK-5th)  Coppell ISD Curriculum Documents (housed in Schoology)  Teachers' Curriculum Institute (TCI) - K-3, 5th  Pearson - 4th  Teacher Created Materials - PK-12  Mind Missions 1st-5th  Pearson (Savvas)	Schoology AMP (formative and summative assessments)  Bulb Digital Portfolios  Panorama Student Success Platform  Notability App  Explain Everything App  Peardeck App	Yes, all of our resources are TEKS aligned	Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.  N2Y: - Unique Learning Systems - SymbolStix Prime - L3 Skills - News-2-You	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.  <a href="#">EL Digital Toolbox</a>  <a href="#">Interventions for English Learners</a>

	<p>Learning) - 6-8</p> <p>DBQ Project: Mini Qs in Texas History - 6-8</p> <p>DBQ Project: Mini Qs in American History Vol. 1 - 6-8</p> <p>TCI - World Geo., World Hist., US Hist., Econ., &amp; Govt</p> <p>Pearson - AP HuG, &amp; AP Govt.</p> <p>McGraw Hill - AP US Hist, Psych, Soc.</p> <p>Cengage - AP Euro, &amp; AP Comp. Govt</p> <p>Bedford, Freeman, &amp; Worth - AP Psych, AP Macro, &amp; AP Micro</p> <p>DBQ Project: Mini Qs in Geo., World Hist. Vols. 1, 2, &amp; 3, Am Hist. Vol. 2, Econ., &amp; Civics</p>				
--	--	--	--	--	--

# Resources to Support Zoom Use for Learners and Educators



## CISD Secure Zoom Meeting Checklist



When hosting Zoom meetings, be sure to follow the [CISD Staff Video Chat Guidelines](#).

Account Creation and Setup	
<input type="checkbox"/>	<a href="#">Create a Zoom Account</a>
Step 1: Click here →	<a href="#">Add a profile picture</a>
Step 2: Click here →	<a href="#">Complete CISD Recommended Account Setup</a>
<input type="checkbox"/>	<a href="#">Customize desktop app settings</a>
<input type="checkbox"/>	<a href="#">Schedule &amp; start meetings in zoom.us on MacBook</a>
<input type="checkbox"/>	<a href="#">Post/share meeting info for learners on Schoology</a>
During Zoom Meetings	
<input type="checkbox"/>	<a href="#">Turn on Do Not Disturb on your MacBook</a>
<input type="checkbox"/>	<a href="#">Background is clear and professional</a>
Step 3: Click here →	<a href="#">Double check that the meeting is recording</a>
<input type="checkbox"/>	<a href="#">Join meeting from iPad if needed for screen sharing</a>
<input type="checkbox"/>	<a href="#">Review Zoom Toolbar settings</a>
<input type="checkbox"/>	<a href="#">Review participant settings</a>
<input type="checkbox"/>	<a href="#">Admit participants to meeting room</a>
<input type="checkbox"/>	<a href="#">Lock meeting once all learners have joined</a>
After Zoom Meetings	
Step 4: Click here →	<a href="#">End the meeting from your MacBook</a>
<input type="checkbox"/>	<a href="#">Allow recording to convert</a>
<input type="checkbox"/>	<a href="#">Upload recording to Schoology</a>
<input type="checkbox"/>	<a href="#">Upload chat to Schoology</a>

[Hosting a Zoom Help Sheet](#)

[Secondary Learner participation in Zoom Checklist](#)

[Elementary Learner participation in Zoom Checklist](#)



## Zoom Instructional Video Playlist



When hosting Zoom meetings, be sure to follow the [CISD Staff Video Chat Guidelines](#).

Zoom on MacBook

- [Downloading Zoom from Manager](#)
- [Creating a Zoom Account](#)
- [Scheduling and Inviting Participants to Meetings](#)
- [Recording Your Zoom Meetings](#)
- [Customizing Your Zoom Settings](#)
- [Hosting a Meeting: Managing Participants](#)
- [Disabling Private Chat for Participants](#)
- [Sharing Your Screen](#)
- [Set Screen Sharing to Host Only](#)
- [Giving Rights to Others to Share Screens](#)
- [Uploading Your Zoom Recording to Schoology](#)
- [Saving a Zoom Chat](#)

Zoom on iPad

- [Downloading Zoom from Manager](#)
- [Sharing Your Screen](#)
- [Using the Whiteboard](#)
- [Saving a Zoom Chat](#)

As some Zoom hosting features are not available on iPad, it is recommended that you **schedule and start all meetings through your MacBook**. You can add your iPad to the Zoom after starting the meeting to use as a dual device for the whiteboard and modeling use of the iPad as needed.




# Resources to Support Zoom Use

for learners and educators



## Zoom Participation Guidelines



To Participate in a meeting I must:

- Have My Parents Permission ✓
- Watch the Technology Ted video 👍 (English Version) (Spanish Version)
- Download Zoom from Manager 📄 📺
- Find the meeting link & password (if needed) 📍
- Use my first name when joining the meeting
- Find a quiet background
- Mute my microphone when not speaking 🎤
- Be kind and courteous when using the chat feature 💬
- Use headphones if possible and listen carefully 🎧
- Have a place to take notes 📝



# zoom



# **Social Emotional Supports/Resources for Learners and Families**

# Social Emotional Learning (SEL) and Counseling Supports for Learners and Families

---



## Counselors/Educators Provide Opportunities for Check-Ins

- ❑ Each campus educator will provide opportunities for learners to have “check-ins” to share how they are doing.
- ❑ Educators will follow-up with learners on their check-ins and will connect learners with the campus counselor for additional support if needed.
- ❑ Campus counselors and administrators will collaborate with district crisis counselors to provide support to learners and families as needed.

## SEL & Counseling Supports

- ❑ Our counselors are available to provide support for learners to ensure their academic and social emotional needs are met. All campus counselors are available to visit with learners and parents via phone or Zoom conferences, with written parent permission. District-provided Learner/Counselor Zoom Expectation allows for all parties to safely and appropriately interact virtually.
- ❑ CISD Crisis Counselors work in collaboration with campus counselors, administrators, and parents to identify learners who may need additional support. Crisis Counselors are also available to meet with learners and/or parents via phone or Zoom with parent permission.
- ❑ As part of the developmental guidance program, guidance lessons and support will be provided to learners. Elementary counselors will utilize the established scope and sequence to deliver lessons virtually during remote learning. Counselors will engage with learners through pre-recorded lessons or through whole class check-ins. Secondary counselors will partner with educators on the campus to provide support through lesson design and individual/group needs. They will also be supporting educator check-ins to see who may be in need of additional support as well as providing resources to educators for overall social emotional needs.
- ❑ All counselors will utilize data collected from the district Panorama survey to inform additional needs that may arise and adjust guidance curriculum and supports accordingly.

## Class Meetings

- ❑ Elementary counselors have established structures for educators to host virtual class meetings. During each class meeting, learners will have an opportunity to connect with classmates, share how they are doing, and practice a skill to support their self-regulation or social-emotional development. Class meetings allow for the educator to provide a time and place for learners to routinely feel safe, heard, and valued.
- ❑ We will be working with our secondary counselors and educators to provide structures and supports for class meetings that will help to meet each campus and their varying needs. This could include opportunities for class meetings during instructional connections, restorative opportunities or campus embedded structures for intervention/enrichment.
- ❑ Additionally, counselors may provide resources or activities to be utilized in class meetings based on daily check-ins and campus Panorama data.



# Social Emotional Needs and Counseling Supports Learners and Families



## Resources for Families

CISD will update and share resources available for families in order to specifically address any challenges from COVID-19 or face to face and remote learning. These resources are maintained on the district website.

- [Emergency Assistance/Hotlines](#)
- [Community Resource List](#)
- CISD will also continue to work with local community agencies to ensure all students and families have access to resources they may need.

### Articles/Information:

- [Coronavirus Anxiety: 4 Ways to Cope with Fear](#)
- [How to Talk to Your Kids About Coronavirus - PBS](#)
- [Parent/Caregiver Guide to Helping Families Cope](#) | [Spanish version](#)
- [Talking to Children about COVID-19 Parent Guide](#) | [Spanish version](#)
- [How To Talk to Kids and Teens About the Coronavirus](#)
- [43 Fun activities to do during Coronavirus Outbreak](#)
- [Tips for Social Distancing](#) | [Spanish version](#)

### Mental Health Resources:

- [Anxiety and Depression Association of America](#)
- [Grant Halliburton Foundation](#)
- [Here For Texas](#)
- [Mental Health Crisis Services](#)- Texas Health and Human Services
- [Mental Health & Substance Use](#) -Information from Texas HHS
- [NAMI Texas](#)
- [North Texas Behavioral Health Authority](#) 1-866-260-8000

### Community Resources for Families:

The following may provide a variety of services from financial support to emergency assistance.

- [211 Texas](#)
- [Coppell Cares](#)
- [Denton County Friends of the Family](#)
- [Irving Cares Home](#)
- [Metrocrest Services](#)
- [North Texas Food Bank](#)



---

# **Professional Learning for Educators**

# Preparing for Instruction 2020-2021

## curriculum & instruction

preparing for 2020-2021

### CISD Curriculum and Instruction Team

The CISD Curriculum and Instruction commits to providing ongoing support for educators as we prepare for remote learning. In order to create understanding and build educator efficacy, our team designed a three-day learning and working experience in the form of a PBL in which we considered the driving question: **How can we provide equitable learning opportunities in face to face and virtual environments?** Over 150 educators worked in teams through the sequence below to accomplish our goals of:

- 1) updating our scope and sequence documents for all grade levels and content areas
- 2) creating weekly pacing guides in alignment with scope and sequence documents
- 3) creating digital (formative and summative) assessments, using district-aligned resources
- 4) transferring their knowledge of pedagogy for face-to-face instruction to create meaningful and engaging digital learning experiences

#### Day 1 - Standards to be Taught - STAGE 1

- Essential Question
- What Do We Know?
- Feedback and Ideas - Crowd Source
- Links to Weekly Scope and Sequence Documents
- Zoom Links for Content Meetings

#### Day 2 - Assessing and Designing Virtually - STAGE 2

- Essential Question
- What Do You Know?
- Dr. Applegate Answers Some "Need To Knows" from Tricider
- Educator Checklist Feedback
- Assessment Strategies Document

#### Day 3 - Virtual Learning Experiences - STAGE 3

Available after 7/16/20 8:00am


- Essential Question
- Today's Agenda
- Assessment in CISD 2020.key 74 MB
- 3 Day Reflection and Next Steps



# Professional Learning for Staff 2021-2022

- ❑ Spring and Summer 2021
- ❑ Summer Curriculum and Instruction - Design Planning
- ❑ CISD Staff Survey - Feedback on Needs
- ❑ CISD Professional Learning Library in Schoology
- ❑ Video Connection/Email Updates Reviewing Pieces of Plan - Asynchronous Instruction
- ❑ New Hire Orientation
- ❑ August - Start of Year (Curriculum Team - Content Focused Training)
- ❑ Schoology Training - Differentiated for Educators
- ❑ Professional Learning Communities - Collaborative Teams and Lesson Design with Teams and Departments
- ❑ Zoom Expectations and Training - Breakout Rooms, Interactive Video Chats
- ❑ 2021-2022 - Continued Professional Learning (Curriculum Team, DLCs, ICs, ESL Facilitators, Librarians, GTi Facilitators, Campus Educators)
- ❑ Updates for CISD Families - Parent Hub (Schedules, Resources, Training Opportunities and Supports)

# Examples of Professional Learning



Professional Learning Library: Coppell ISD ▶ Distance Learning Professional Learning ▶ Webinars for CREDIT: CISD Distance Learning & Summer Conference ▶ #CISDL [Virtual] Summer Conference - 6.24.20 & 6.25.20

**Digital Learning** Prev


- 3 Simple Steps to Creating Beautiful Graphics with Sam Neal & Megan Kozar (1 HOUR)
- Apple Workflow 101 with Samira Khan and Sanela Pjetrovic (1 HOUR)
- Beginning the Year with Numbers with DLCs (1 HOUR)
- Clips Basics (1 HOUR)
- Designing in Numbers with DLCs (1 HOUR)
- Digging into Elementary Databases with CISD Librarians (1 HOUR)
- Digital Learning Roundtable w/Alyssa Reese, Brock Hesse, Madhavi Phadke & DianaLyn Perkins (1 HOUR)
- Everyone Can Create EARLY Learners with Allie Pryor & Kristi Williams (1 HOUR)
- Flocabulary Sessions (1 HOUR EACH)
- Language Learning through Lows Stress Interactive Digital Games (30 MINS)
- Leveraging MackinVia in the Digital Classroom with CISD Librarians (1 HOUR)
- Learning Interactive Journals with Amanda Mask & Sam Neal (1 HOUR)

**Materials**

- Updates
- Mastery
- Attendance
- Members
- Conferences
- Thrivly for Classroom

**Information**

Professional Learning Library  
Grading period  
CISD ONGOING PL  
Location  
999



Professional Learning Library: Coppell ISD ▶ Distance Learning Professional Learning

**Self-Paced Learning Experiences** Prev

**General Questions for Self-Paced Learning Experiences** 7

As you work through the self-paced learning experiences, you might have some questions about navigating Schoology or the content of the overall materials. Utilize this discussion to ask...

- Flipgrid
- Creating in iWorks - Keynote, Pages and Numbers
- Getting Started with Keynote: Designing and Uploading to Schoology
- Getting Started with Numbers: Designing and Uploading to Schoology
- Getting Started with Pages: Designing and Uploading to Schoology
- Microsoft Teams - Communicate and Collaborate Smarter
- Redefining Success: Pacing
- Schoology - Build Smarter, Not Harder
- Schoology - Check for Understanding with Assessments
- Schoology - Embedding Content

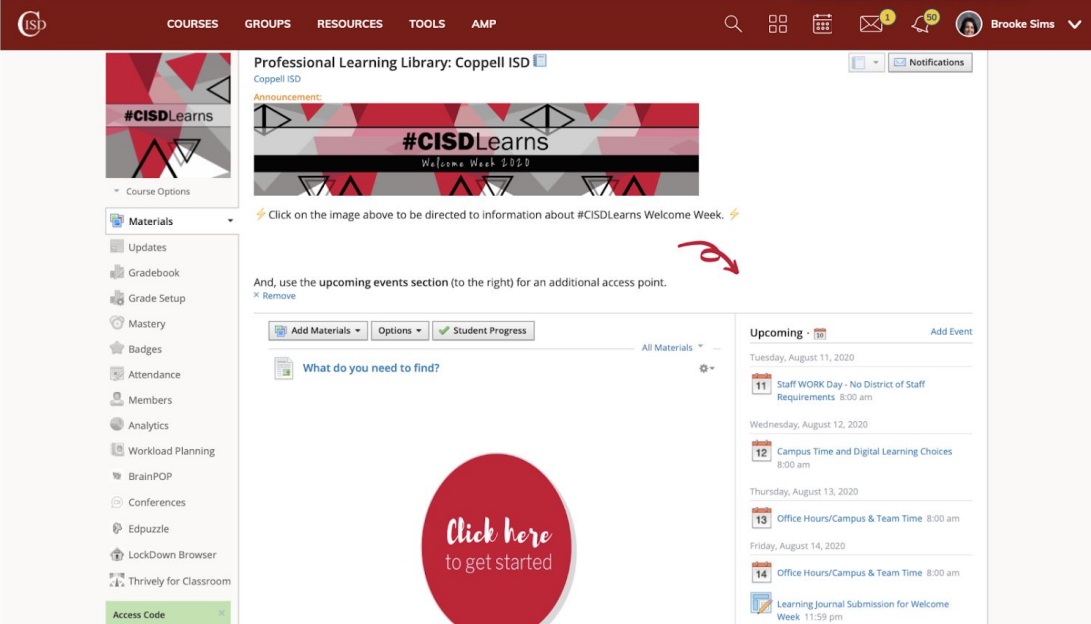
**Materials**

- Updates
- Mastery
- Attendance
- Members
- Conferences
- Thrivly for Classroom

**Information**

Professional Learning Library  
Grading period  
CISD ONGOING PL  
Location  
999

# Examples of Professional Learning for Coppell ISD - Asynchronous Support

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Coppell ISD values and practices the three big ideas of <i>Professional Learning Communities</i>: a focus on learning, a focus on collaboration, and a focus on results. A focus on learning will be practiced through a professional learning calendar that is created based on educator needs and housed in our district's Learning Management System, Schoology. An example of the professional learning calendar that we utilized during CISD Distance Learning last spring is <a href="#">linked here</a> in our district's Professional Learning Course (pictured here). We will focus our professional learning experiences on our district improvement plan goals of Social Emotional Learning and increasing efficacy and effective implementation of Digital Learning.</p>  <p><i>Initially</i>, our educators engaged in New Hire Orientation on August 3rd and 4th. During that time, we onboarded our new hires with information about CISD Foundational Structures (Core Values, Mission Statement, etc.), T-TESS, Digital Learning to prepare for remote learning.</p>

	<p style="text-align: center;"><b>Monday, August 3</b></p> <p style="text-align: center;">Presentations and ancillaries will be available in <a href="#">CISD PL Library Schoology Course!</a> REFRESH this page frequently for the most up-to-date version. 😊</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">What</th> <th style="width: 20%;">When</th> <th style="width: 30%;">Where</th> </tr> </thead> <tbody> <tr> <td><b>Tweet to #CISDLearns</b> <b>OPTIONAL</b></td> <td>8:00-8:40</td> <td><a href="#">Click here. Find the 7:45AM tweet &amp; retweet with YOUR comment!</a></td> </tr> <tr> <td><b>Technology Support with CISD Tech Dept.</b> <i>Attend only if you require assistance downloading apps, connecting to Schoology, etc.</i> <b>OPTIONAL</b></td> <td>8:00-9:00</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td><b>Needing support in accessing your Learning Journal?</b> <i>Attend only if you require assistance downloading and accessing your Learning Journal</i> <b>OPTIONAL</b></td> <td>8:00-8:40</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td>Welcome to CISD Video from Coppell ISD Chamber</td> <td>8:45-9:00</td> <td><a href="#">Video Link</a></td> </tr> <tr> <td><b>CISD Foundational Structures:</b> Elementary and Intervention Services Staff</td> <td>9:10-11:10</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td><b>T-TESS:</b> Secondary</td> <td>9:10-11:10</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td>Lunch</td> <td>11:10-12:10</td> <td style="background-color: black;"></td> </tr> <tr> <td>CISD Core Values Open Forum</td> <td>12:15-1:00</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td><b>T-TESS:</b> Elementary</td> <td>1:05-3:05</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td>Dyslexia Therapist Appraisal System</td> <td>1:05-3:05</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td>Appraisal and SuccessEd for Intervention Services</td> <td>1:05-3:05</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td><b>CISD Foundational Structures:</b> Secondary</td> <td>1:05-3:05</td> <td><a href="#">Zoom Link</a></td> </tr> <tr> <td>Library Services and Resources</td> <td>3:05-4:00</td> <td><a href="#">Elem Zoom Link</a> <a href="#">MS Zoom Link</a></td> </tr> </tbody> </table>	What	When	Where	<b>Tweet to #CISDLearns</b> <b>OPTIONAL</b>	8:00-8:40	<a href="#">Click here. Find the 7:45AM tweet &amp; retweet with YOUR comment!</a>	<b>Technology Support with CISD Tech Dept.</b> <i>Attend only if you require assistance downloading apps, connecting to Schoology, etc.</i> <b>OPTIONAL</b>	8:00-9:00	<a href="#">Zoom Link</a>	<b>Needing support in accessing your Learning Journal?</b> <i>Attend only if you require assistance downloading and accessing your Learning Journal</i> <b>OPTIONAL</b>	8:00-8:40	<a href="#">Zoom Link</a>	Welcome to CISD Video from Coppell ISD Chamber	8:45-9:00	<a href="#">Video Link</a>	<b>CISD Foundational Structures:</b> Elementary and Intervention Services Staff	9:10-11:10	<a href="#">Zoom Link</a>	<b>T-TESS:</b> Secondary	9:10-11:10	<a href="#">Zoom Link</a>	Lunch	11:10-12:10		CISD Core Values Open Forum	12:15-1:00	<a href="#">Zoom Link</a>	<b>T-TESS:</b> Elementary	1:05-3:05	<a href="#">Zoom Link</a>	Dyslexia Therapist Appraisal System	1:05-3:05	<a href="#">Zoom Link</a>	Appraisal and SuccessEd for Intervention Services	1:05-3:05	<a href="#">Zoom Link</a>	<b>CISD Foundational Structures:</b> Secondary	1:05-3:05	<a href="#">Zoom Link</a>	Library Services and Resources	3:05-4:00	<a href="#">Elem Zoom Link</a> <a href="#">MS Zoom Link</a>
What	When	Where																																									
<b>Tweet to #CISDLearns</b> <b>OPTIONAL</b>	8:00-8:40	<a href="#">Click here. Find the 7:45AM tweet &amp; retweet with YOUR comment!</a>																																									
<b>Technology Support with CISD Tech Dept.</b> <i>Attend only if you require assistance downloading apps, connecting to Schoology, etc.</i> <b>OPTIONAL</b>	8:00-9:00	<a href="#">Zoom Link</a>																																									
<b>Needing support in accessing your Learning Journal?</b> <i>Attend only if you require assistance downloading and accessing your Learning Journal</i> <b>OPTIONAL</b>	8:00-8:40	<a href="#">Zoom Link</a>																																									
Welcome to CISD Video from Coppell ISD Chamber	8:45-9:00	<a href="#">Video Link</a>																																									
<b>CISD Foundational Structures:</b> Elementary and Intervention Services Staff	9:10-11:10	<a href="#">Zoom Link</a>																																									
<b>T-TESS:</b> Secondary	9:10-11:10	<a href="#">Zoom Link</a>																																									
Lunch	11:10-12:10																																										
CISD Core Values Open Forum	12:15-1:00	<a href="#">Zoom Link</a>																																									
<b>T-TESS:</b> Elementary	1:05-3:05	<a href="#">Zoom Link</a>																																									
Dyslexia Therapist Appraisal System	1:05-3:05	<a href="#">Zoom Link</a>																																									
Appraisal and SuccessEd for Intervention Services	1:05-3:05	<a href="#">Zoom Link</a>																																									
<b>CISD Foundational Structures:</b> Secondary	1:05-3:05	<a href="#">Zoom Link</a>																																									
Library Services and Resources	3:05-4:00	<a href="#">Elem Zoom Link</a> <a href="#">MS Zoom Link</a>																																									
	<p>On August 5th-7th, our educators received curriculum updates from our content directors who showcased a weekly pacing guide and updated scope and sequence that was designed using our High Priority Learning Standards. In addition to their curriculum updates, educators were also trained in our newest district purchase, Panorama Education's Student Success Platform that will allow us to monitor our learners' academic and social emotional well-being and take a collaborative approach to respond to our learners' needs. We will also utilize the data that is integrated into this system to create a multi-tiered system of support in which networks of educators can set and monitor goals. Starting on Monday, August 10th, we gave educators access to asynchronous learning experiences in our Schoology Learning Management System that were focused on Social Emotional Learning and Digital Learning.</p>																																										

**Thursday, August 6**

Instructional Paraprofessionals should attend at least two Curriculum Updates, then work on directives given from your campus principal that align with what educators and other staff members are engaged in.			
Grade Level	Content Area	Time	Location
Elementary PE		8:00-3:30	<a href="#">Zoom Link</a>
Elementary Music		8:00-3:30	<a href="#">Zoom Link</a>
Elementary Art 8:00-9:30 participating in Curriculum Updates		9:30-4:00	<a href="#">Zoom Link</a>
Elementary Counselors ONLY		8:00-9:30	<a href="#">Zoom Link</a>
EC/ECSpEd Educators and Paras		8:00-3:20	<a href="#">Zoom Link</a>
Back to School Plan for Dyslexia Therapists		8:00-11:30	<a href="#">Zoom Link</a>
Elem Special Education	Program Teachers	8:00 - 11:30	<a href="#">Zoom Link</a>
Elem Special Education	Resource/In Class/PAG	8:00 - 11:30	<a href="#">Zoom Link</a>
Elem Special Education	Program Paraprofessionals	8:00 - 11:30	<a href="#">Zoom Link</a>
Kindergarten	Math/Social Studies	8:00-9:05	<a href="#">Zoom Link</a>
<b>5th Grade</b>	<b>Literacy/Science</b>	8:00-9:05	<a href="#">Zoom Link</a>
First Grade	Math/Social Studies	9:10-10:15	<a href="#">Zoom Link</a>
<b>4th Grade</b>	<b>Literacy/Science</b>	9:10-10:15	<a href="#">Zoom Link</a>
Second Grade	Math/Social Studies	10:20-11:25	<a href="#">Zoom Link</a>
<b>Third Grade</b>	<b>Literacy/Science</b>	10:20-11:25	<a href="#">Zoom Link</a>
Third Grade	Math/Social Studies	11:25-12:30	<a href="#">Zoom Link</a>
<b>Second Grade</b>	<b>Literacy/Science</b>	11:25-12:30	<a href="#">Zoom Link</a>
Fourth Grade	Math/Social Studies	1:05-2:10	<a href="#">Zoom Link</a>
<b>First Grade</b>	<b>Literacy/Science</b>	1:05-2:10	<a href="#">Zoom Link</a>
Fifth Grade	Math/Social Studies	2:15-3:20	<a href="#">Zoom Link</a>
<b>Kindergarten</b>	<b>Literacy/Science</b>	2:15-3:20	<a href="#">Zoom Link</a>
<b>MUST DOs</b>			
<a href="#">BeSafe Training</a> , <a href="#">Panorama Training</a> , <a href="#">ELEM</a> and <a href="#">SEC Choice Board</a> with REQUIREMENTS			

To focus on collaboration, Instructional Coaches, Digital Learning Coaches, Librarians, ESL Facilitators, GTI Facilitators and Counselors were available to educators through a structured schedule of office hours during the week of August 10th and will continue indefinitely. This structure will be supported as we have adjusted our campus schedules to be in alignment district-wide. This will allow our educators to meet not only with their campus teams, but with other educators across the district who teach the same grade level or content area.

**How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?**

Over the course of the summer of 2020, the CISD Curriculum Team dedicated time to understand the requirements of asynchronous learning. We leveraged our understanding of the TEA guidelines and requirements for asynchronous learning to develop this learning plan and to update our curriculum documents with remote learning in mind. The Curriculum Team worked with over 150 educators to build our collective understanding of asynchronous learning and how the curriculum must be adjusted to meet the academic and social emotional needs of our learners. For example, the first week of our scope and sequence for all grade levels and content areas this year is dedicated to the development of relationships with learners.

**ASYNCHRONOUS PLANNING DOCUMENT- FOR SUBMISSION PREPARATION ONLY**

We understand the importance of this as we begin a new year with new learners without the ability to be in physical proximity with them. Then, our over 150 educators dedicated their time and effort this summer to writing curriculum for asynchronous instruction learned from our Digital Learning Coaches and Curriculum Directors about how to design, assess and reflect on the learning process using a variety of tools embedded into our Learning Management System. Analysis of our curriculum documents led us to make adjustments to the pacing guides per unit, ultimately creating a weekly pacing guide per grade level per course to support educators with asynchronous teaching and learning.

We will utilize our Panorama Education Student Success Platform to collect academic and social emotional data. Panorama Student Success integrates with our district-aligned resources and assessments including iStation, NWEA MAP, Powerschool, SAT/ACT and STAAR data. Not only will Panorama collect these data points, but it will also make it possible to create a truly multi-tiered system of support as educators. Panorama users have the ability to create anecdotal notes for the learners and share them with other educators or support staff who have an educational need to know.

The professional learning experiences that are developed and placed on the calendar of offerings are designed by Digital Learning Coaches, Instructional Coaches, and Curriculum Directors to develop educator efficacy in designing asynchronous learning.