



Cooper ISD

Asynchronous Plan Open Response

Remote Learning Plan Overview

The Remote learning plan incorporates a blend of learning styles, teacher intervention/enrichment time, and a wider array of digital tools which allows for more impactful learning compared to last Spring.

- ▶ Teachers will provide instruction and support through the use of Google Classroom, which allows students to have access to all learning tools with only one login.
- ▶ Within Google Classroom, parents will also have the ability to view weekly grades and student progress.
- ▶ School will provide chromebooks for students, and will provide wi-fi/hotspots if needed for access to remote instruction.
- ▶ Daily progress will be required of all remote students to earn course credits for attendance and promotion.

- ▶ Some elective courses will require on campus participation to complete proficiency skills.
- ▶ Teachers will hold virtual office hours for instructional support and communication with students.
- ▶ Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- ▶ We will maintain open lines of communication between teachers, students, and parents as we work together to ensure each student continues to grow forward both academically and socially-emotionally.

Instructional Schedule:

Pre-Kindergarten - Full Day			
Time	Subject/ Purpose	Student Activity	Synchronous/Asynchronous
10 min	SEL TIME	Morning Meeting, Community Circle, & SEL Activities	Synchronous
90 min	ELAR/SS	Emergent Literacy Activities such as Read Aloud & Shared Reading, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness	Asynchronous
90 min	MATH/SCIENCE	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning	Asynchronous
45 min	FLEX LEARNING	Reading aloud, Puzzles and Challenges to support cognitive, physical, and social emotional development, Learning a new skill, Practicing Conscious Discipline	Asynchronous
45 min	VIRTUAL OFFICE HOURS	Small Group Instruction & Intervention/Enrichment for student populations such as SPED, ESL, GT and Struggling Learners	Synchronous

Grades K-5			
Time	Subject/ Purpose	Student Activity	Synchronous/Asynchronous
10 min	SEL TIME	Morning Meeting, Community Circle, & SEL Activities	Synchronous
90 min	ELAR	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	MATH	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
45 min	SCIENCE	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
30 min	SOCIAL STUDIES	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
45 min	FINE ARTS/PE/ELECTIVE	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
45 min	VIRTUAL OFFICE HOURS	Small Group Instruction & Intervention/Enrichment for student populations such as SPED, ESL, GT and Struggling Learners	Synchronous

Grades 6-8 - Block Schedule			
Time	Subject/ Purpose	Student Activity	Synchronous/Asynchronous
90 min	ELAR	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	MATH	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	SCIENCE	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	SOCIAL STUDIES	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min / Per	FINE ARTS/PE/	Screencastify or Google Meets Recorded Video Broadcasting	Asynchronous

Course	ELECTIVES	& Google Classroom Activities	
45 min daily	VIRTUAL OFFICE HOURS	Small Group Instruction & Intervention/Enrichment for student populations such as SPED, ESL, GT and Struggling Learners	Synchronous

Grades 9-12 - Block Schedule			
Time	Subject/ Purpose	StudentActivity	Synchronous/Asynchronous
90 min	ELAR	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	MATH	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	SCIENCE	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min	SOCIAL STUDIES	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
90 min / Per Course	FINE ARTS/PE/ CTE ELECTIVES	Screencastify or Google Meets Recorded Video Broadcasting & Google Classroom Activities	Asynchronous
45 min daily	VIRTUAL OFFICE HOURS	Small Group Instruction & Intervention/Enrichment for student populations such as SPED, ESL, GT and Struggling Learners	Synchronous

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Remote Learning Design for Grades PK-5</p> <p>Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area. Students have access to all activities and complete self-paced assignments independently in the LMS (Google Classroom). Teachers track completed assignments via LMS (Google Classroom) and provide feedback, weekly. Teachers offer synchronous schedule activities as small group instruction/intervention,</p>

as needed. Virtual office hours are set for students to receive academic feedback, small group instruction or intervention support. Virtual office hour attendance is optional and based on student need. All scheduled synchronous activities are captured by recording through google meets and pushed asynchronously to the student, when needed.

- Scheduled synchronous activities may include:
 - Read alouds
 - Small group reading instruction
 - Number Talks
 - Community Circles/Check ins
 - Direct instruction by teacher (mini-lesson)

- Google Classroom activities may be done at any time of day such as:
 - Choice boards
 - Student self-selected reading and writing
 - Writing assignments
 - Independent practice
 - Formative & Summative Assessments

Teachers design small group time for differentiated instruction within the instructional block. This requires teachers to set up small group instruction schedules for students. It is vital for teachers and parents to openly communicate schedules for students.

Regular communication and the partnership between teachers and parents is crucial to the success of elementary students during remote learning. Parents may be needed at home to assist their student with logging into Google Classroom, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.

Remote Learning Design for Grades 6-12

Teachers will structure the instructional day to follow their campus block bell schedule. Students have access to all activities and complete self-paced assignments independently in the LMS (Google Classroom). Teachers track completed assignments via LMS (Google Classroom) and provide feedback, weekly.

Teachers offer synchronous schedule activities as small group instruction/intervention, as needed. Virtual office hours are set for students to receive academic feedback, small group instruction or intervention support. Virtual office hour attendance is optional and based on student need. All scheduled synchronous activities are captured by recording through google meets and pushed asynchronously to the student, when needed.



Scheduled synchronous activities may include:



Collaborative Engagement between Remote Learners and On Campus Learners



Small group reading instruction



Guided Discourse / Whole Group Discussions



SEL Check ins



Direct instruction by teacher (mini-lesson)



Intervention /Reteach



Google Classroom Activities may be done at any time of day such as:



Choice boards

- Student self-selected reading and writing
- Writing assignments
- Independent practice
- Formative & Summative assessments

● **All core courses** will be offered remotely, including advanced level courses such as Honors, and Dual Credit.

● **Some elective courses** for students who select remote learning will require the student to complete assignments or projects on- campus to demonstrate skill proficiency. If the course requires assignments that cannot be reasonably completed remotely it will be the student's responsibility to demonstrate competency.

CISD has every intent to offer opportunities to demonstrate skill competencies by making available materials to check out, scheduled on-campus lab time with the instructor(s), or by way of video conferencing.

Courses which will require student responsibility for skill demonstration include:

- Advanced Culinary Arts
- Digital Media

- Advanced Floral Design
- Health Science Practicum
- Robotics
- Ag Power / Welding

● **Extracurricular activities** are available for remote learning students in grades 6-12. *For those extracurricular activities which have a designated class period, on-campus attendance will be required each day during that class period, as well as during all scheduled workouts and practices.* Parents are responsible for transportation to and from class period and workouts/practices.

Examples of activities requiring student attendance during the designated course period include:

- Athletics (JH & HS)
- Varsity Band (Grades 8 - 12)
- One Act Play (JH & HS)
- Robotics
- Ag Mechanics (Presence during course period required for Team competition only. Individual project entries do not have on-campus requirements.)

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Remote Learning Environment</p> <p>Each day during Remote Learning will include a rich array of learning experiences which mirror on-campus learning activities. Some learning activities will be asynchronous to be completed at the student's pace, while other activities will require a scheduled time for teachers to interact directly with students to meet learning needs.</p> <p>To align with on-campus learning expectations, student expectations for asynchronous instruction will be a minimum of:</p> <ul style="list-style-type: none"> ● PK (235 Minutes) ● Grades K-5 (300 Minutes) ● Grades 6-8 (360+ Minutes) ● Grades 9-12 (360+ Minutes) <p>Students will receive direct intervention/support, and small group instruction through scheduled synchronous activities during teacher virtual office hours.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teacher / Student Interaction Expectations</p> <p>Teachers will utilize 45 minutes of a 90 minute conference block as their set virtual office hours. This time is utilized to engage with students in offering support, intervention, reteach, or small group instruction through scheduled synchronous activities. The attendance of synchronous activities is not mandatory. When not available to attend the synchronous activity, teachers will be recorded and pushed to students asynchronously to support learning needs. Teachers are expected to provide weekly feedback to all remote learners.</p> <p>Remote Learning Student Expectations</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning experiences ● Identify a space in your home where you can work effectively and successfully ● Identify a space in your home where you can participate in online learning. Sit at a table with a wall behind you, if possible. Follow the school dress code when engaged in synchronous activities ● Regularly monitor online platforms ● Engage in all learning with academic honesty ● Communicate proactively with your teachers if you cannot meet deadlines or require additional support ● Comply with School Internet Safety policies including expectations for online etiquette

<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Intervention and Enrichment for Remote Learning In striving to grow all students forward, special populations will have access to additional accommodations or enrichment based upon individual learning needs.</p> <p>Intervention, enrichment, and tutorial time will be designed using formative assessment data and progress monitoring through Google Classroom. Teachers will communicate with students their plan for the designated time and work with students and parents to schedule the synchronous activity.</p> <p>During intervention and enrichment sessions students will engage in assigned group activities, project-based learning activities, small group or individual instruction.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
<p>Math Instructional Materials</p>	<p>PK-12</p>	<p>TEKS-Resource TEX Guide Go Math/Think Central McGraw Hill Frog Street Bridges Intervention Vizzle Study Island</p>	<p>MAPS Growth District Created Formative Assessments Google Classroom Activities</p>	<p>YES</p>	<p>The student’s Individualized Education Plan (IEP) prescribes appropriate accommodations and/ or modifications to support student success.</p> <p>Curriculum adopted and utilized by CISD contains embedded differentiation and scaffolding supports.</p>	<p>The LPAC committee prescribes appropriate accommodations and designated supports to increase student success.</p> <p>Curriculum adopted and utilized by CISD contains EL supports and resources.</p> <p>Additional Supports for English Learners available on Campus</p> <p>Website - Live Link</p>

		IXL Education Galaxy AVID Curriculum			Additional Supports for Students with Disabilities available on Campus Website- Live Link	
ELA Instructional Materials	PK-12	TEKS-Resource TEX Guide Fountas & Pinnell - Classroom Fountas & Pinnell - LLI Texas Benchmark - Taller de Fonetica Lucy Calkins - Units of Writing & Reading McGraw Hill - Study Sync Frog Street Bridges Intervention IXL Study Island	MAPS Growth District Created Formative Assessments BAS Guided Reading Assessment- F/P TPRI Renaissance Accelerated Reader Google Classroom Activities	YES	The student's Individualized Education Plan (IEP) prescribes appropriate accommodations and/or modifications to support student success. Curriculum adopted and utilized by CISD contains embedded differentiation and scaffolding supports. Additional Supports for Students with Disabilities available on Campus Website- Live Link	The LPAC committee prescribes appropriate accommodations and designated supports to increase student success. Curriculum adopted and utilized by CISD contains EL supports and resources. Additional Supports for English Learners available on Campus Website - Live Link

		Education Galaxy				
		Lexia Learning				
		Vizzle				
		Reading by Design				
		MTA				
		AVID Curriculum				

<p align="center">Science Instructional Materials</p>	<p align="center">PK-12</p>	<p>Stemscopes Science Fusion/ HMH McGraw Hill Frog Street Study Island IXL Education Galaxy AVID Curriculum</p>	<p align="center">District Created Formative Assessments Google Classroom Activities</p>	<p align="center">YES</p>	<p align="center">The student's Individualized Education Plan (IEP) prescribes appropriate accommodations and/ or modifications to support student success.</p> <p align="center">Curriculum adopted and utilized by CISD contains embedded differentiation and scaffolding supports.</p> <p align="center">Additional Supports for Students with Disabilities available on Campus Website- Live Link</p>	<p align="center">The LPAC committee prescribes appropriate accommodations and designated supports to increase student success.</p> <p align="center">Curriculum adopted and utilized by CISD contains EL supports and resources.</p> <p align="center">Additional Supports for English Learners available on Campus Website - Live Link</p>
<p align="center">Social Studies Instructional Materials</p>	<p align="center">PK-12</p>	<p>Studies Weekly Frog Street Study Island</p>	<p align="center">District Created Formative Assessments</p>	<p align="center">YES</p>	<p align="center">The student's Individualized Education Plan (IEP) prescribes appropriate accommodations and/ or modifications to support student success.</p>	<p align="center">The LPAC committee prescribes appropriate accommodations and designated supports to increase student success.</p>

		IXL McGraw Hill AVID Curriculum	Google Classroom Activities		Curriculum adopted and utilized by CISD contains embedded differentiation and scaffolding supports. Additional Supports for Students with Disabilities available on Campus Website- Live Link	Curriculum adopted and utilized by CISD contains EL supports and resources. Additional Supports for English Learners available on Campus Website - Live Link
CTE /FINE ARTS/ PE	PK-12	iCEV Quaver Music Teacher Created Online Materials	District Created Formative Assessments Google Classroom Activities	YES	The student's Individualized Education Plan (IEP) prescribes appropriate accommodations and/ or modifications to support student success. Curriculum adopted and utilized by CISD contains embedded differentiation and scaffolding supports. Additional Supports for Students with Disabilities available on Campus Website- Live Link	The LPAC committee prescribes appropriate accommodations and designated supports to increase student success. Curriculum adopted and utilized by CISD contains EL supports and resources. Additional Supports for English Learners available on Campus Website - Live Link

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>Access & Adaptation of Instructional Materials</p> <p>Digital access to instructional materials can be found through Classlink, a single server sign on, containing access to all online programs including textbooks, instructional software, and Google Classroom (LMS). Teachers will adapt or redesign instructional materials to maximize digital interaction with instructional content and ensure coherence sequence between remote instruction and on campus instruction. Additionally, teachers will provide digital learning activities that include cooperative opportunities for remote learners to participate with their on-campus peers.</p> <p>To better equip teachers in adapting instruction to an online mode, summer professional development included:</p> <ul style="list-style-type: none"> ● Designing Online Learning Using the 5E model ● Google Suite - Classroom Classroom Tools and Options ● Screencastify, Youtube, Google Meets <p>Professional Development and Teacher Tech Support continues to be the focus of the leadership team to ensure equal access to instructional content and lesson design that supports learning and retention.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Special Education Support</p> <p>ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students enrolled in remote learning. The nature of special education interventions will likely require a heavier concentration of scheduled supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.</p> <p>Special Education teachers will:</p> <ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on their caseload. ● Communicate regularly with students on their caseload and/or their parents ● Provide supplementary learning activities for students on their caseload ● Document time supporting students.

- Provide IEP job boxes and hand deliver to highly involved students
- Provide support to staff and offer training for accommodations

Support and Considerations for RTI/504/LPAC

For a parent/guardian selecting at-home (online) instruction for a student who receives accommodations or modifications, ARD, 504, and LPAC Committees will determine the unique needs of the student and make support and service recommendations for implementation in the at-home (online) learning format.

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

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Attendance for Remote Learning Model To be considered “Present” and not marked “Absent”, students are required to log in each day and engage in teacher-assigned learning tasks including but not limited to:</p> <ul style="list-style-type: none"> • Google classroom assignments • Teacher created direct-teach videos with reflections/questions • Individualized or small group instruction • Instructional software assigned activities <p>Teachers are to communicate engagement expectations which are consistent with progress occurring on-campus by grade level and course subjects. Office hours are assigned for each teacher to offer additional support or guidance in assignments and tasks.</p> <p>Students who have not completed teacher-assigned learning tasks or by 11:59 pm each school day will be marked absent. Any absences recorded, but resolved by the student before 11:59 pm on the same day, will be reconciled based on login records. If a student completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday only and counted “absent” for Tuesday-Friday. Parents and students will receive absence notifications via School Messenger.</p>

	<p>Instructional aides and technology staff are available on each campus to offer support to students and parents who may be experiencing difficulties and challenges with technology.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>System for Tracking Daily Engagement Student engagement is be tracked as follows:</p> <ul style="list-style-type: none"> ● Progress in the Learning Management System (Google Classroom) ● Daily Student-Teacher Interaction ● Teacher Assigned Instructional Task Completion <p>Daily Engagement Monitoring:</p> <ul style="list-style-type: none"> ● Daily attendance is taken at 10:00 am, each day ● Remote learners are marked “Present-Remote Asynchronous” by default ● Teachers monitor student “engagement” each day ● Students will be marked absent for the previous day if they have not shown “engagement” by 11:59 pm in one of the following ways: <ul style="list-style-type: none"> ○ Completed teacher assigned tasks ○ Shown progress in the LMS ○ Interacted directly with teacher ● Teachers document attendance change by communication to campus attendance clerk the next day ● Parents are notified of absence via School Messenger ● Each week, campus attendance clerks verify student attendance with teachers to ensure accurate counts have been submitted for student attendance.
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>Remote Learning attendance is based on daily engagement, not solely the completion of assignments. State law TEC §25.092 requires students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.</p> <p>Cooper ISD student expectations for remote learning:</p> <ul style="list-style-type: none"> ● Students will complete activities assigned each day. ● Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments. ● Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

	<p>Additional student expectations for scheduled learning include:</p> <ul style="list-style-type: none"> ● Students attend class on time, per their class schedule. ● Students will follow Cooper ISD dress code. ● Students are ready to engage and learn. ● Students should have a designated, distraction-free workspace to engage in learning. ● Students will show their face on the screen to engage with the teacher virtually. ● Students will participate in the class activities, discussions, and assignments. <p>While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Tracking Academic Progress</p> <p>Parents will have access to student progress through:</p> <ul style="list-style-type: none"> ● Parent Portal (Gradebook) ● Parent Access in LMS (Google Classroom) <ul style="list-style-type: none"> ○ View Student Work Assigned ○ View Student Work Completed ○ View Feedback from Teacher <p>Teachers will provide weekly feedback to remote learners through LMS (Google Classroom). Teachers will communicate with parents when a student is showing insufficient progress in the course and schedule virtual interventions/tutorials when necessary.</p> <p>If the student needs a Chromebook and/or wifi access, the district will provide.</p> <p>Grading Guidelines</p> <p>Progress reports will be issued every third week. Grading for all remote courses will follow the same grading policy as on campus courses. CISD courses that earn high school credit will count in GPA calculation and class rank as specified in CISD Board Policy.</p>

<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Feedback on Progress</p> <p>Weekly feedback will be provided in the following ways:</p> <ul style="list-style-type: none"> ● Google Classroom feedback on assigned tasks ● Teacher Comments on graded digital documents ● Student - Teacher interventions/small group instruction <p>Diagnostic screeners such as MAPS and Guided Reading Assessments will be administered BOY, MOY and EOY to determine gaps and set student growth goals. Checkpoints or formative assessments will be given each six weeks to monitor student progress. Data results from diagnostic and six weeks assessments will be shared with the student and parents. Additionally, teachers will analyze data and drive individualized instruction and/or create intervention groups based on the diagnostic and six weeks assessments.</p>
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Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Cooper ISD Professional Development Calendar 2020-2021			
	Leadership Team	All Staff	New Teachers
July	<ul style="list-style-type: none"> ● COVID Planning w/ Guidelines ● Instructional Technology 	<ul style="list-style-type: none"> ● Blended Learning Model ● Flipped Instruction ● Designing Online Learning Using the 5E model 	<ul style="list-style-type: none"> ● TEKS - RS ● TEX-Guide ● Textbook/Digital Resources
August	<ul style="list-style-type: none"> ● Classlink ● Blackboard ● MAP Testing ● SEL 	<ul style="list-style-type: none"> ● Google Suite - Google Classroom Tools and Options ● SEL Training ● Screencastify, Youtube, Google Meets ● Digital Textbooks/ Instructional Materials & Resources ● Providing Differentiation w/ Online Instruction 	<ul style="list-style-type: none"> ● Blended Learning Model ● Flipped Instruction ● Designing Online Learning Using the 5E model ● Mentor / New Teacher Training Ongoing (Sept - May) with topics to include: <ul style="list-style-type: none"> ○ AVID Strategies ○ Leveled Questioning ○ Focused Note Taking Strategies

		<ul style="list-style-type: none"> ● Identify Academic Gaps ● SLO - Student Growth Goals 	<ul style="list-style-type: none"> ○ Gradual Release Model ○ RTI Process ○ Driving Instruction with Data ○ Peer Observation
September	<ul style="list-style-type: none"> ● Weekly Campus Leadership Meetings <p>Weekly ILT Topics include:</p> <ul style="list-style-type: none"> ○ Remote learning outcomes ○ On-campus learning outcomes ○ Student data ○ Campus and District trends 	<ul style="list-style-type: none"> ● MAP Testing ● MAP Data Dive ● Blackboard Training Grades 8-12 	
November		<ul style="list-style-type: none"> ● Tech Tuesdays - “Bite” size Professional Development weekly with technology tips and tricks ● PLC Meeting Topics: <ul style="list-style-type: none"> ○ Inquiry based online learning to increase content knowledge ○ Online learning best practices for engagement and collaboration ○ Lesson Design and Planning / Reflection ○ Data Analysis/Reteach Planning 	
December			
January			
February			
March			
April			
May			

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
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<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Staff Support and Training</p> <p>CISD Professional Development Calendar references inservice training and ongoing plans for staff support.</p> <p>Fall semester trainings focused specifically on developing proficiency in the following areas:</p> <ul style="list-style-type: none"> ● Google Classroom Tools ● Digital Resources available to staff and students ● Identifying Gaps and driving instruction toward student learning objectives ● Online lesson plan model - designing instruction virtually using the 5E Model <p>Ongoing Support will be throughout the year by campus leadership.</p> <p>Campus Administrators/Instructional Specialists will serve to support teachers through:</p> <ul style="list-style-type: none"> ● Providing weekly “bite sized” PD with tips and tricks to online instruction ● Provide instructional coaching and assistance in operating the Google Classroom platform ● Support collaborative planning with teams, monitoring instruction and alignment to TEKS ● Offer best practices in online learning and online inquiry based instruction to increase content knowledge ● Support staff with Data Dives to drive instruction and set student learning objectives ● Monitor growth/progress of online and on campus learners ● Assist with response to intervention ● Individually coach and provide feedback to staff with targeted professional development <p>Technology Staff/Instructional Aides</p> <ul style="list-style-type: none"> ● Support parents and students with technology difficulties and/or challenges
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Building Asynchronous Capacity</p> <p>Initial training(s), provided by teacher leaders and/or curriculum representatives, over content specific digital resources allowed staff to develop a solid foundation in their asynchronous curriculum. This training expanded the teacher's capacity in offering a toolbox of resources for collecting data when assessing content knowledge while offering intervention ideas and strategies for closing academic gaps during virtual instruction.</p>

	<p>Initial training in Flipping Instruction and How to Design an Online Lessons Using the 5E Model, allowed teachers to explore technology tools and apply learning to create lesson artifacts. This training provided teachers with resources for mirroring on campus and remote instruction, while recognizing the necessary components of online lesson design to prevent academic gaps.</p> <p>Ongoing training(s) within PLC meetings will allow teachers to share artifacts, extract and analyze data from online assessments, and collaborate about best practices for remote learning intervention/enrichment while utilizing their digital curriculum.</p> <p>Weekly technology PD Smore newsletter will allow teachers to bank ideas and make connections across disciplines on how to drive instruction digitally by using instructional materials and technology.</p>
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
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<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Parent Communication</p> <p>On Campus and Remote learning plans were shared with families via website, and parent email on 07/27/2020.</p> <p>Parents were asked to respond by survey before 08/03/2020 with the following information:</p> <ul style="list-style-type: none"> ● Learning option desired (On-Campus or Remote) ● Indicate if they needed the district to provide technology ● Indicate their transportation plans ● Indicate desire to participation meal pick up <p>Parents who had not responded by 08/03/2020 were contacted individually for a phone survey.</p> <p>Onboarding for remote learners occurred on 08/12/2020 where parents and students received training on how to access single server sign on from the campus website. Parent agreement with remote learning expectations and on campus enrollment windows along with technology lending agreement was signed during the onboarding training.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Family Expectations</p> <p>Parents will support students as a “learning coach” and ensure the following:</p> <ul style="list-style-type: none"> ● Assist their student with logging into Google Classroom, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities. ● View weekly grades and student progress. ● Ensure they have access to a device, a place to work and are engaged in virtual learning activities. ● Maintain open lines of communication between teachers to ensure each student is academically and socially-emotionally future ready. ● For those extracurricular activities which have a designated class period, on-campus attendance will be required each day during that class period, as well as during all scheduled workouts and practices. Parents are responsible for transportation to and from class period and workouts/practices.

What additional supports, training, and/or resources will be provided for families who may need additional support?

Family Supports

Services will be provided to parents in the following areas:

- Technology staff and instructional aide on each campus is available for technology support
- Campus websites contain links for [Parent & Student Support](#). This page contains training for Google Classroom and Digital Resources for special populations such as [GT](#), [Students with Disabilities](#) and [English Language Learners](#)
- Social emotional support is provided by campus counselors with links on campus website to Conscious Discipline and Character Education
- Family Engagement Nights at Elementary which include topics on remote learning and SEL needs
- Family University Series at Secondary which include topics on remote learning support and SEL needs

Terminating Remote Learning

CISD continues to honor the Remote learning choice for students who are successful (passing all classes with a class average of 70 or equivalent). Success in the remote setting will be re-evaluated at the conclusion of each six weeks. If the district determines that the student's academic performance in one or more classes puts them at a significant risk of several learning loss, as outlined by the criteria below, a notice of discontinuation of remote learning will be provided to the student's parents/guardians.

This process is expected to be repeated at the conclusion of each six-weeks to determine if remote students are successful and may continue remote instruction.

CISD will continue to honor the remote learning choice for any student who has demonstrated a medical need, or whose household member has a medical need making remote instruction necessary. In order to continue remote instruction after notice has been issued, the parent or guardian will need to file an appeal for medical reasons and hold a meeting with the medical staff and administration team.

CISD will continue to provide Remote Instruction to any student who must quarantine or isolate due to illness, COVID testing, and/or close contact mandates.

Criteria for remote learning continuation:

- Class average of 70 or equivalent in all courses
- Criteria for continuation consistent for all students all grades

Notification of Return to On Campus Instruction:

- If the district determines the student is unsuccessful for the six weeks, a notice will be issued to parents/guardians two weeks prior to the expected "on campus" return.
- Parents may request a transition meeting. The district will schedule the transition meeting with no less than three days notice, while allowing the student to continue learning remotely until the meeting has been held.
- Sample of Return Notice - https://drive.google.com/file/d/1rX1RcD1DxWoiPX_veAk4upfhJUWf-TRt/view?usp=sharing

Appeal Notice of Return Based on Medical Need

- Parents/Guardians may appeal for medical reasons by submitting a medical exemption to the medical staff.
 - https://drive.google.com/file/d/1p8pzNXQ7Qu_D0McD4t-Ac8ySrCLarINj/view?usp=sharing