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College Station ISD Asynchronous Plan

Success, Each Life...Each Day...Each Hour

July 27, 2020

Please check the grade level(s) for which these open response descriptions/attachments apply.

Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each questions if you prefer, describing any differences by grade level(s) within your responses.

☐ **HS 3**
☐ **PK 4**
☐ **K**
☐ **1**
☐ **2**

☐ **3**
☐ **4**
☐ **5**
☐ **6**
☐ **7**

☐ **8**
☐ **9**
☐ **10**
☐ **11**
☐ **12**

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Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

All PK-4 students have the same expectations in order to meet the 180 instructional minutes required to meet attendance requirements for a full day of instruction. Teachers will share a schedule for the semester with students and parents in order to offer some structure and opportunities for synchronous instruction for students. Synchronous opportunities will be offered for things like morning meetings, and small guided reading and math groups. This schedule will include open office hours to allow any student who needs individualized help or clarity on an assignment to touch base with the teacher. Teacher's will also record direct teach lessons so that students will have access to the learning at any time during the day as convenient to the parents' schedules and technology available in the home.

Educators will post "A Week at a Glance" document in Schoology no later than 3:00 p.m. on Sunday prior to the start of the school week. This will give parents and students time to review the weeks learning outcomes and gather any necessary materials needed for the coming week's lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
ELAR	8:00-9:00 Morning Meeting Synchronous Teach Check Ins	8:00-8:45 Independent Learning Check Ins	8:00-8:45 Morning Meeting Synchronous Teach	8:00-8:45 Independent Learning Check Ins	8:00-8:45 Synchronous Teach Check Ins Asynchronous Learning
Math	9:30-10:15 Asynchronous Learning Synchronous Learning Check Ins	9:00-10:00 Check Ins	9:30-10:15 Synchronous Teach Asynchronous Learning	9:00-9:30 Independent Learning	9:30-10:15 Synchronous Teach Check Ins
	RTI/Tutoring Groups	10:00-11:00 Teacher Office Hour	RTI/Tutoring Groups	10:00-11:00 Teacher Office Hour	RTI/Tutoring Groups
Science	1:00-1:45 Independent Learning Synchronous Teach	1:00-2:00 Synchronous Teach Asynchronous Learning	1:00-1:45 Check Ins	1:00-2:00 Synchronous Teach Asynchronous Learning	1:00-1:45 Check Ins
Social Studies	2:00-2:30 Check Ins	2:00-2:45 Synchronous Teach Asynchronous Learning	2:00-2:45 Check Ins	2:00-2:45 Synchronous Teach Asynchronous Learning	2:00-2:45 Check Ins
Art, Music, PE	Family Convenience	Family Convenience	Family Convenience	Family Convenience	Family Convenience
Lunch	Family Convenience	Family Convenience	Family Convenience	Family Convenience	Family Convenience

Examples of Independent Learning Experiences: Choice board, Practice activity, Stations activity, Card sorts, Virtual Labs, Academic app (iRead, Prodigy, etc.)

Daily Check In includes: Progress monitoring, teacher instruction, teacher interaction with students via phone, email, collaborative work with peers under the teacher's direction, small guided reading groups, small group instruction to meet student needs (some groups may be synchronous depending on the readiness and needs of students), class meetings, etc.

Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

All 5-12 students have the same expectations in order to meet the 240 instructional minutes required to meet attendance requirements for a full day of instruction. Educators will post “A Week at a Glance” document on Sunday afternoon to give parents time to review what will be learned throughout the week and to get any supplies needed for lessons prepared. Teachers will prepare and direct teach some live synchronous lessons, however, they will be recorded and posted in Schoology in order to accommodate parent’s schedules for day. Below is an example of a schedule 5-12. Students will learn in each content area each day. Students will follow the daily bell schedule for

Grades 5-6 Sample Virtual Student Weekly Schedule	Content Area	Monday - Friday	Instructional Minutes
Start the Day 8:25 - 8:45	Student Advisory RtI/Tutorial	Student Advisory/RtI/Tutorial	20 min
Period 1 8:45 - 9:40	ELAR	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Reading and Writing Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	55 min
Period 2 9:45 - 10:40	Math	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Math Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	55 min
Period 3 10:45 - 11:40	PE	Physical Activity (Asynchronous)	55 min
11:40 - 12:20	Lunch Recess / Break	Lunch and Recess / Break	N/A
Period 4 12:20 - 1:15	Social Studies	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Social Studies Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	55 min
Period 5 1:20 - 2:15	Science	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Science Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	55 min
Period 7 2:20 - 3:15	Fine Arts Elective	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Fine Arts Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	55 min
End the Day 3:15 - 3:50	Student Advisory RtI/Tutorial	<ul style="list-style-type: none"> Tutorial / Help session with teacher RtI Support 	35 min
Total Instructional/ Learning Engagement Time			385 min

Grades 7-9 Sample Virtual Student Weekly Schedule	Content Area	Monday - Friday	Instructional Minutes
Period 1 8:20 - 9:10	ELAR	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Reading and Writing Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 2 9:15 - 10:05	Math	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Math Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 3 10:10 - 11:00	CTE Elective	Learning Experiences include but not limited to: <ul style="list-style-type: none"> CTE Elective Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
11:05 - 11:35 11:35 - 12:05	Advisory & Lunch	Lunch	N/A
Period 4 12:10 - 1:00	Social Studies	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Social Studies Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 5 1:05 - 1:55	Science	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Science Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 6 2:00 - 2:50	Fine Arts Elective	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Fine Arts Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 7 2:55 - 3:50	Athletics or Elective	Attend Athletics on-site Or Learning Experiences include but not limited to: <ul style="list-style-type: none"> Fine Arts Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Total Instructional/ Learning Engagement Time			350 min

[Click to view the
sample virtual student
schedule for grades
5-6](#)

Grades 9-12 Sample Virtual Student Weekly Schedule	Content Area	Monday - Friday	Instructional Minutes
Period 1 8:20 - 9:10	Athletics or Elective	Attend Athletics on-site Or Learning Experiences include but not limited to: <ul style="list-style-type: none"> Fine Arts Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 2 9:15 - 10:05	Math	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Math Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 3 10:10 - 11:00	CTE Elective	Learning Experiences include but not limited to: <ul style="list-style-type: none"> CTE Elective Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
11:05 - 11:35 11:35 - 12:05	Advisory & Lunch	Lunch	N/A
Period 4 12:10 - 1:00	Social Studies	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Social Studies Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 5 1:05 - 1:55	Science	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Science Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 6 2:00 - 2:50	Fine Arts Elective	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Fine Arts Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Period 7 2:55 - 3:50	ELAR	Learning Experiences include but not limited to: <ul style="list-style-type: none"> Reading and Writing Activities Synchronous Learning Sessions Asynchronous Learning Sessions Small Group Station Sessions Small Group Teacher Table Sessions 	50 min
Total Instructional/ Learning Engagement Time			350 min

[Click to view the
sample virtual student
schedule for grades
7-8](#)

[Click to view the
sample virtual student
schedule for grades
9-12](#)

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students will interact with academic content daily PK-12th grade. All grades will use Schoology to house learning and all teachers will post “A Week at a Glance” documents by Sunday at 3:00 p.m. to provide parents an opportunity to review the learning focuses for the week. All grades will have daily folders, Monday-Friday and assignments will be posted in folders daily by 8:00 a.m. Students will participate in a minimum of 2 core lessons from each core subject area per week in addition to practice activities, station activities, choice boards, card sorts, virtual labs, reflections, quick writes, use of academic apps such as iRead, Prodigy, etc., and participating in teacher interaction via phone, email, and collaborative work with peers under the teacher’s direction, etc. Lessons will be recorded should a student not be able to participate “live” during instruction. Counselors, PE, Music, and Art teachers will also provide weekly lessons for students.</p> <p>Assignments will be posted in daily folders for organization and follow the language of “Learn It,” “Practice It,” “Share It” “Prove It.” Students will be expected to check their daily folder and complete the assignments in each days folder for each content area. Teachers will create a schedule and share it with parents and students so that synchronous lessons are available, teacher office hours are clear, and students have a schedule for structure in their work to follow if that fits the families needs. Two different parent surveys indicate a variance in what fits our families schedules, which helped us determine the asynchronous model would work best for our families..</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>The curriculum is designed in the Understanding by Design format with some assessments in stage 2 and resources in stage 3. Teachers will choose resources based on the needs of their students and to promote engagement. Teachers will also reinforce engagement and promote learning by giving timely feedback to all students on their participation and work. Parents and students will be able to see grades in our Home Access Center (HAC) and teachers will progress monitor all students. Units range from around two to five weeks to complete depending on the content being learned. Lessons at the PK-4th grade level are designed to be a minimum of 180 minutes to include direct teach, small group instruction, and practice and collaboration time, while at the 5th-12th grade level they are designed to be a minimum of 280 minutes to include direct teach, practice and research, collaboration and project time. All workbooks and materials necessary for learning will be provided to students.</p> <p>Schedules will be shared with parents for students PK-12th grade to begin work at 8:00 a.m. Students will have recess breaks, lunch, and time for PE, art, and music built into their schedules.</p> <p>Teachers in grades PK-4 will check student activity daily to ensure students are progressing in their units. If a student has not made any progress by 3:30 on a school day, the teacher will call the student to check in on what the student has worked on during the day. Teachers at the secondary will run reports in Schoology to ensure all students are progressing in their learning. Campus administrators will also be expected to run Schoology reports weekly and to check in with the teachers on student engagement. Grades 5-12 will also be monitored for participation and engagement by their various teachers. Teachers will contact students to follow-up on why the student didn’t participate for the day, if there is a day that they do not engage in learning.</p>
What are the expectations for teacher/student interactions?	<p>There are multiple ways students may interact with teachers in learning. They are:</p> <ul style="list-style-type: none"> • Through live direct teach lessons • Via telephone • Via email • Contact during teacher office hours • Through participation in small group instruction • Tutoring as necessary • Through dialogue and feedback in Schoology on work
How will teacher/student interactions be differentiated for students with additional learning needs?	<p>Measures of Academic Progress (MAP) assessment will be given three time during the year to assess growth. The windows are set for August/September, the end of November/December, and May. Students will be grouped based on their RIT scores and skill proficiency as noted by MAP data and classroom data. Software such as Edgenuity and My Path will also be used to progress monitor and track student mastery of learning objectives.</p> <p>Small guided synchronous group instruction will occur at the elementary grades in reading and math by the classroom teacher. In grades 5-8 small group instruction will occur with at-risk kids in reading and math, as well as English Learners as needed. Classroom teachers will continue to provide 504 student accommodations.</p> <p>Our two-way Dual Language Program will continue on the same 50/50 schedule and pacing in the virtual setting as on-site..</p> <p>Dyslexia services will be provided virtually in an asynchronous manner by the dyslexia teachers. Teachers will support students by continuing daily lessons through schoology, zoom platform, and recorded lessons from the dyslexia curriculum K-12. Please reference the 20-21 Dyslexia Services Plan for detailed procedures.</p> <p>All special education students will have a Virtual Contingency Supplement completed as part of their Individualized Education Plan (IEP) that consists of asynchronous and synchronous . The members of the student’s ARD team will review the student’s IEP and determine how the student’s needs can be met within the virtual model of instruction. The supplement will include individualized goals, supplemental aids and services that the student will access during virtual instruction.</p>

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Material Design: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Instructional Materials/ Assessment	Grade Level(s)	Curriculum Provider	Is it TEKS aligned, or how will it be adapted?	What resources are included to support students with disabilities?	What resources are included to support ELs?
All Content Areas	PK-12	Schoology Nearpod	Yes Yes Yes		
RLA Instructional Materials	K-5	HMH IntoReading Eng./Spanish	Yes	In addition to general education resources that provide differentiated materials, special education students have modifications and accommodations per their IEP. Students also have access to certified special education teachers and paraprofessionals to work with students using instructional materials according to their IEP. Students with disabilities have a targeted curriculum that focuses on modified and pre-requisite skill instruction (i.e. Read It Once Again, Big Day, Encore, Readtopia, Read Well, Journey's, IXL). In addition students will have access to supplemental subscription based, apps, and free resources as appropriate for their level of instruction (i.e. RazKids, Ticket to Read, Writing and Vocabulary A to Z) Students will also have access to Supplemental Aids such as Newslea that allows for students to pursue current information of interest to them on their reading level in multiple content areas and Snap and Read, a universal resource used across all content areas for special education students. Parent training as needed in order to ensure student success.	Texts in our state adopted resource include language scaffolds that support students who are at all levels of current performance (beginning, intermediate, advanced, and advanced high) so that teachers can help students at all levels of language acquisition access the texts that are being explored in class. In addition, resources for reteaching are also included so that teachers can work with students in the classroom who may need additional support to achieve mastery. Teachers are provided the <i>ELPS Academy: A Framework for ELL Success Linguistic Instructional Alignment Guide and The ELPS Instructional Tool</i> . These resources help teachers understand the accommodations needed to help students at different language proficiency levels.
	K-5	HMH Arriba la Lectura	Yes		
	6-8	HMH IntoLiterature Eng./Spanish	Yes		
	PK-4				
	9-12	Reading A-Z	Yes		
		McGraw Hill StudySync	Yes		
	5-12	Newslea	Yes		

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Math Instructional Materials	K-5	HMH Texas Go Math (English and Spanish)	Yes	<p>In addition to state adopted resources that provide differentiated materials, special education students have modifications and accommodations per their IEP. Students also have access to certified special education teachers and paraprofessionals to work with students using instructional materials according to their IEP.</p> <p>Students with disabilities have a targeted curriculum that focuses on modified and pre-requisite skill instruction (i.e. Encore, Readtopia, ULS, IXL, VMath Live).</p> <p>Students also have access to additional supplemental aids such as Attainment and virtual/paper manipulatives, and Snap and Read which is a universal resource used across all content areas for special education students.</p> <p>Parent training as needed in order to ensure student success.</p>	<p>In addition to state adopted resources that provide differentiated materials, ELs will have access to EL facilitators to provide individualized instruction as appropriate, certified bilingual teachers at dual language campuses, Curriculum and Scope and Sequences in Spanish; State adopted resources translated to Spanish</p>
	K-3	Teaching Number in the Classroom (AVMR)	Yes		
	K-2	TEMI	Yes		
	3-5	ESTAR II Interventions	Yes		
	2-6	Developing Number Knowledge: Assessment, Teaching, and Intervention (AVMR)	Yes		
	6-8	McGraw Hill Courses 1, 2, 3	Yes		
	6-8	MSTAR Interventions	Yes		
	9-12	Pearson: Texas Pearson Algebra I; Algebra I - Spanish	Yes		
	9-12	Big Ideas Math: Big Ideas Geometry; Algebra II	Yes		
	9-12	HMH: Geometry - Spanish	Yes		
	10-12	McDougal/Littel/ HMH: Precalculus; Calculus	Yes		
	3-12	Gizmos Math and Science Simulations	Yes		

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Science Instructional Materials	K-8	Science Fusion	Yes	<p>In addition to general education resources that provide differentiated materials, special education students have modifications and accommodations per their IEP. Students also have access to certified special education teachers and paraprofessionals to work with students using instructional materials according to their IEP.</p> <p>Student with disabilities have a targeted curriculum that focuses on modified and pre-requisite skill instruction (i.e. Encore, Readtopia, ULS). In addition, students will have access to supplemental subscription based, apps, and free resources as appropriate for their level of instruction (Attainment Science materials, Science A-Z) Also access to supplemental aids such as Newsela will allow for students to pursue current science information of interest to them on their reading level. Snap and Read is another universal resource used across all content areas for special education students to better meet their needs.</p> <p>Parent training as needed in order to ensure student success.</p>	<p>In addition to state adopted resources that provide differentiated materials, ELs will have access to EL facilitators to provide individualized instruction as appropriate, certified bilingual teachers at dual language campuses, Curriculum and Scope and Sequences in Spanish; State adopted resources translated to Spanish</p> <p>Resources such as Science Fusion and STEMscopes are translated into Spanish and both have supports such as vocabulary strategies</p>
	K-12	STEMscopes	Yes		
	3, 4, 5, 7, 8	Think Up Science	Yes		
	3-12	Gizmos Math and Science Simulations	Yes		
	7, 8	Discovery Education	Yes		
	9-12	HMH Environmental Science; Biology	Yes		
Social Studies Instructional Materials		Pearson, Chemistry	Yes	<p>Parent training as needed in order to ensure student success.</p>	<p>Parent training as needed in order to ensure student success.</p>
	3-12	PhET Interactive Simulations	Yes		
	K-4	Social Studies Weekly	Yes		
	K-6	Culture Grams	Yes		
	K-4	BrainPop Jr.	Yes		
	K-4	PebbleGo (English and Spanish)	Yes		
	5-6	BrainPop	Yes		
	5-12	Newsela	Yes	<p>Students with disabilities have a targeted curriculum that focuses on modified and pre-requisite skill instruction (i.e. Encore, Readtopia, ULS).Access to Supplemental Aids such as Newslea that allows for students to pursue current information of interest to them on their reading level in multiple content areas, as well as, text to speech and translation.</p> <p>Snap and Read is a universal resource used across all content areas for special education students.</p> <p>Parent training as needed in order to ensure student success.</p>	<p>In addition to state adopted resources that provide differentiated materials, ELs will have access to EL facilitators to provide individualized instruction as appropriate, certified bilingual teachers at dual language campuses, Curriculum and Scope and Sequences in Spanish; State adopted resources translated to Spanish</p> <p>Access to Supplemental Aids such as Newsela that allows for students to pursue current information of interest to them on their reading level in multiple content areas, as well as, text to speech and translation. Culture Grams is an additional resource that provides adaptive readability to help students understand cultures from around the world.</p>
	5-12	Active Classroom	Yes		

How will materials be designed or adapted for asynchronous instruction, ensuring coherence and retention on knowledge:

The district has an aligned written, taught and assessed curriculum written in the Understanding by Design methodology for teachers to use in meeting the needs of students. This, coupled with our district instructional materials resources, will be used in the pursuit of equity and success for each student. Students who are in asynchronous instruction will follow the same scope and sequence and curriculum as students who are in face-to-face instruction. Progress monitoring will be in place with formative and summative assessments for both types of instruction and both K-8 groups of students will take the MAP assessment three times during the 2020 school year to monitor student growth. Teachers who are teaching the asynchronous group of students and as well as the teachers teaching the face-to-face students will collaborate and plan together in order to ensure a smooth transition for students who are moving from one learning structure to another at the end of a marking period.

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This summer our curriculum was updated with the latest digital resources and in each unit across grades K-8 notations have been made in the units with areas and skills that may have been impacted by the spring closure. Curriculum writing teams have embedded these notices into units to ensure the current teacher is aware of what was covered last spring virtually and that they have information on how to teach to ensure there are no gaps in students' learning as they build upon what was taught last year.

Professional development will be a focus for all teachers in building their capacity to design high quality lessons in our LMS (Schoology), but teachers in the asynchronous model will receive additional support and training opportunities for designing virtual learning. Teachers teaching in the asynchronous model will utilize the features of our district digital instructional materials to support self-paced, adaptive, and personalized student learning. In order to be able to leverage these resources to the maximum extent necessary in student learning, teachers teaching in the asynchronous model will receive additional training and support on how to use digital resources to effectively differentiate for students. Some of this training will be virtual and housed in Schoology, while some of the training will be face-to-face throughout the year in a job embedded format. Campus CTFs and the district Digital Learning Coordinator will facilitate these trainings.

Please find an example from one of our units below showing how we have indicated in the curriculum supports to ensure student success::

LEARNING PLAN for Sub-Unit 5A: Factors Affecting Earth Systems (13-14 days)

SF = ScienceFusion SS = STEMscopes TU = Think Up! Science

TEACHER BACKGROUND

TEACHER BACKGROUND:

- **This is a COVID-19 impacted unit. Students did not have sufficient time to explore 6.12E and 6.12F in spring 2020. Therefore extra effort will be needed to review and help build up students' understanding.**
- This is the first time students have been introduced to biodiversity and sustainability.
- Impact of catastrophic events on WED
- Alan Day aquifer and water quality lab scheduled here
- Earth Day / Human Impact connection for major grade rather than Ecoregion report?
- BACKGROUND BUILDERS:
 - SS 7.8A Essentials: [Teacher Background](#)
 - SS 7.8B Essentials: [Teacher Background](#)
 - SS 7.8C Essentials: [Teacher Background](#)

SS 7.10ABC Essentials: [Teacher Background](#)
SF Unit 6 Lesson 6 (parts) Content Refresher, [IE pg 249](#)
SF Unit 8 Lessons 1 - 6 Content Refresher, [IE pg 672 - 677](#)

PREREQUISITE SKILLS:

Grade 3

- 3.7B – Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides
- 3.9A – Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem
- 3.9B – Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field
- 3.9C – Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations

Grade 4

- 4.9B – Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web

Grade 5

- 5.7A – Explore the processes that led to the formation of sedimentary rocks and fossil fuels
- 5.9A – Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components

Grade 6

- 6.12E – Describe biotic and abiotic parts of an ecosystem in which organisms interact
- 6.12F – Diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem

COMMON MISCONCEPTIONS:

- Students may think the climax community is usually the final stage- long lasting and self-perpetuating, rather than change being a continual cycle over time.
- Students may think that communities change little over time, rather than change being a continual cycle over time.
- Students may think traits are developed by individuals in response to the needs of the individuals, rather than a response to change over time within populations of organisms.
- Students may think groundwater is found in lakes, streams, and rivers, rather than understanding groundwater is water that is beneath the surface of the Earth.
- Students may think actions of humans do not impact Earth systems, rather than realizing the long-term consequences of human activity.
- Students may think that a biome and an ecosystem are the same thing.

CROSS-CURRICULAR CONNECTIONS:

Reading/English Language Arts:

- 7.2C Complete analogies that describe part to whole or whole to part.

Math

- 7.1A Apply mathematics to problems arising in everyday life, society, and the workplace
- 7.6F Use data from a random sample to make inferences about a population
- 7.6H Solve problems using qualitative and quantitative predictions and comparisons from simple experiments
- 7.12C Compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Professional Development -

Professional Development is an ongoing process in CSISD. We provide PD sessions for staff over a wide range of topics and areas to maintain compliance in training as well as push our professional learning and growth. Professional development is provided to general education, special education, bilingual/ESL, gifted and talented, and career and technology teachers. Professional development is also offered to paraprofessional staff that are in both the instructional and administrative settings.

Different professional development sessions are offered throughout the year through the variety of means listed below:

- New Hires: New hire orientation, New teacher university, and First year teacher academy
- District Designated Professional Development: Professional development week, Designated professional development days during the school year, Content specific PD offerings
- Campus and Department PLC Professional Development: by Month: Sessions are determined by the campus and created to meet their needs with the involvement of district as needed
- On-demand Professional Development: On-demand in-district created professional development by topic and area through Schoology and Eduhero.
- Virtual Instruction Professional Development: Sessions have been and will continue to be offered to help virtual teachers to learn best practices for the virtual setting, structure their Schoology Course, increase students engagement in digital settings, and using formative assessments to drive virtual instruction. The sessions are being held synchronously through zoom as well as asynchronously through a self-paced virtual course.

Communication with Student and Provision of Services

In August, ARDs will be held to begin initial services for student tested in the summer and FIEs will be completed with a prioritization for PK. Services for current special education students who will be in a virtual setting are being reviewed and amended and contingency plans/revisions are being put into place to ensure student success. Virtual Contingency Supplements will cover accommodations, goals, and schedules that may need to be modified to meet the virtual environment. Data from MAP and classroom data will be reviewed in September to make any adjustments to programming indicated. In October we will focus on ARDs to address Lack of Progress for Compensatory Services.

Co-teach will be provided for virtual students via the special ed. teacher collaborating with the virtual teacher for accommodating instruction, re-teaching, data collection and data monitoring and analysis. Instructional assistants will collaborate with the special education teacher to assist with data collection, provide accommodations and support communication with parents. For students who are on-site, teachers will teach, model & practice hygiene routines in all self-contained classrooms for students.

Related Services & Speech Language Services

Virtual learning options for students learning from home will include but not be limited to teletherapy, asynchronous with synchronous activities, as well as walk-on options by parent request.

Bilingual and ESL

- Online language support applications will be used such as Duolingo to support the language development for the English Learners.
- Campus ESL Specialists will be providing assistance to EL's by appointment or in small group settings, as needed, to reinforce language development.
- English Language Proficiency Standards (ELPS) guides will be used to help determine appropriate scaffolding to support EL's in reading, listening, speaking and writing.
- Bilingual/ESL Professional Learning Communities (PLCs) will occur where teachers will utilize the instructional materials listed above to adapt the Anytime, Anywhere Learning curriculum to meet the needs of their bilingual/ESL learners.
- Campus Interventionist will work with small groups of students as needed to accelerate learning.
- Students language proficiency levels will be measured every progress report and grading period to determine if linguistic accommodations are appropriate and helping students achieve proficiency goals.

Social and Emotional Learning -

Teachers will be able to utilize Schoology to communicate directly with students via discussion boards, direct messages, and voice messages. Synchronous sessions will be held by the classroom teacher to teach lessons and during this time they will be able to have individual checkin and conversations with students about their learning as well as their overall wellbeing. Sample schedules and routines have been created to share with parents as examples of how to set-up the asynchronous learning environment and routine to support the needs of their child.

K-12 counselors have created social emotional learning lessons and resources and these lessons and resources are located inside Schoology. All teachers across CSISD have access to the SEL lessons and resources and they are able to pull these materials into their classroom or their virtual course through Schoology. Counselors will create additional resources through the year as well as support individual teachers that request specific SEL lessons or resources. This district will continue to support campus SEL needs through training and resources to meet the individual needs of the campus.

Social Emotional Learning -Continued

Students in specialized programs will be provided their documented supports in the asynchronous setting as identified in their IEP, 504, and/or ESL plans. For students with specific behavior intervention plans, their teachers will follow the IEP and the BIP to ensure implementation of listed strategies and make the needed adjustments for the asynchronous environment.

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

Component	Explanation
What is the expectation for daily student engagement?	<p>Students are expected to log on daily to Schoology Monday-Friday to work on assignments in the four core content areas. Teachers will establish a schedule to communicate when direct teach opportunities will be synchronous and when class collaboration will take place. Direct teach opportunities will also be recorded or created by teachers so that if a student cannot log on at the exact time a lesson is taught, student will be able to participate asynchronously. Teachers will have as part of their schedule small guided group work with students for guided reading and guided math groups, as well as any additional tutoring or help students may need.</p> <p>Teachers will monitor student participation daily and follow up with students who have not participated by the end of the school day in grades PK-4. Attendance will be monitored in grades 5-12 and contacted bi-weekly if they are not participating. Teachers in grades PK-12th grade are expected to interact with students virtually daily. Participation will be classified as turning in assignments, participation in teacher small group and whole group instruction, and collaboration with peers. Teachers in grades PK-12th grade are expected to interact with students virtually daily. Students in grades PK-12 will be marked absent for the day if they have not participated in lessons before midnight on the day they are due. Daily attendance for virtual learners will be officially entered into eSchool for each day of the prior week no later than 4:00 p.m. each Monday.</p> <p>Devices will be checked out to students as needed and wifi access is noted throughout the district on pages 19-22 in our Instructional Guidance document.</p> <p>We have developed expectations for students, teachers, parents, and campus administrators to ensure we all work together for the best learning outcomes possible. Please see pages 6, 8, and 11 for PK-4th grade expectations and pages 6, 8, and 11 for 5th-12th grade expectations.</p>
What is the system for tracking daily student engagement?	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding criteria. Engagement will be tracked through our LMS (Schoology) for virtual asynchronous learners. For students whose parents choose a low tech option (paper packets) due to screen time limitations for their child(ren), engagement will be tracked through daily pick up and drop off of assignments, as well as teacher phone calls with the student(s) recorded in a phone log with anecdotal notes.</p> <p>Virtual teachers will prepare a schedule so that parents can prepare for students to use technology during direct teach and class collaboration times. This schedule will be shared with parents at the beginning of the nine weeks (PK-4) or the six weeks (5-12) marking periods. Teachers may mark a student present if they are in a direct teach (synchronous) lesson and the student is present and participatory. For students not present, the teacher will run a report daily for the previous days work to ensure the student has logged in and participated in learning. The teacher will also check to ensure the student has turned in their assignments during the previous day and give timely feedback as defined by TEA to students regarding progress toward mastery. Daily attendance for virtual learners will be officially entered into eSchool for each day of the prior week no later than 4:00 p.m. each Monday.</p> <p>Students who are not engaged daily and who are not turning in assignments will be contacted by the teacher. Parents will be notified should a student not be engaged for more than one day at the secondary level and at the elementary level via phone or email.</p>

<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>Students learning asynchronously are expected to be engaged in academic learning at the PK-4th grade level for a minimum of 180 minutes per day and for a minimum of 240 minutes per day at the 5th-12th grade levels. Teachers will provide learning equivalent to learning and engagement of face-to-face students in the classroom. The amount of work will be the same regardless of the model of delivery of instruction.</p> <p>It is assumed that students in the asynchronous environment will eventually transition back into face-to-face instruction. Therefore, teachers will collaborate closely in both settings to hold tight to the scope and sequence to ensure there are no gaps in learning opportunities for students.</p> <p>Protocols for face-to-face students in relation to absences will be followed for virtual asynchronous students including truancy charges for students who are consistently not engaged and absent. As per Education Code 25.093 and Board Policy FEA LEGAL and FEA LOCAL virtual asynchronous students will be held accountable for compulsory attendance.</p> <p>Should a student or group of students be quarantined, the expectation is, if they are asymptomatic, that they would continue to do their work at home and submit assignments through Schoology.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Student will participate in the MAP assessment in August, December, and May. Data will be analyzed by campus administrators and teachers in order to determine student growth and areas in need of reteach or enrichment. Teachers will plan according to student need and monitor progress through formative, summative, and performance assessments.</p> <p>Students are expected to participate in lessons and turn in work on the day it is due. If a teacher determines a student needs additional small group or individual assistance, the student will attend intervention with an interventionist. A student will be required to attend tutoring the teacher offers should they show they are not being successful and need additional time outside of the school day.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Beginning of the year, middle of the year, and end of the year MAP assessment information will be shared with students and parents in grades K-8. Teachers are expected to interact and give formative feedback to students daily who are participating in virtual lessons. Feedback will be given a minimum of weekly (as noted by TEA) through assignments turned into Schoology.</p> <p>The Circle PK Assessment will be given and shared with parents at the beginning of the year, middle of the year, and end of the year.</p> <p>The district will continue to issue the follow official grade reports:</p> <ul style="list-style-type: none"> • Report Cards - will be sent every 9 weeks for elementary and 6 weeks for secondary indicating mastery of TEKS-based learning outcomes • Progress Reports - will be sent home at the mid nine week marking period or the mid six week period at the secondary level to inform students and parents of progress. • All grades will be posted in our Home Access Center (HAC) for parents to access and monitor; teachers should follow the Grading Guidelines for all students in CSISD.

Implementation: Describe (or attach a description of) specific supports for educators and families to implement effective remote asynchronous instruction.

Component

Explanation

How will both initial and ongoing, job-embedded educator development opportunities occur?

In July, prior to school beginning, our Digital Learning Coordinator and Campus Technology Facilitators led professional learning sessions to prepare teachers to teach virtually this fall. Offerings included things such as Schoology Basics, Screen Recording, Online Learning Design Tips, Schoology Assignments, Google Docs Basics, Nearpod 101 and 102, Zoom Basics, and Schoology Assessments. Please find workshops offered linked [here](#). To meet the needs of our asynchronous virtual teachers, the district has been developing a three phase professional development course with the needs of the asynchronous virtual teacher in mind. The Director of Instruction, Digital Learning Coordinator, Campus Technology Facilitators, and campus administrators will be working collaboratively to support the professional learning needs of asynchronous virtual teachers through training sessions starting in August and continuing into the following summer.

Phase 1 utilizes a scope and sequence of learning with a timeline that can be accelerated based upon the individual learner. An example of Phase 1 is listed below to show the scope, sequence, and timeline. Teachers will have the ability to accelerate their learning at their pace if they chose, but they will be expected to meet the minimum timelines. Asynchronous virtual teachers will have a portion of their day set aside to build their capacity in designing virtual learning through our district learning modules and webinars.

PHASE 1: PROFESSIONAL LEARNING

August	<ul style="list-style-type: none"> Schoology Basics (or self-paced module) CSISD Instruction Framework (folder structure & leading verbs) Top 10 Tips - Best Practices in Online Teaching in Schoology (or interactive infographic) Course Analytics Virtual Teaching Best Practices 		
September	<ul style="list-style-type: none"> Schoology Assignments (or self-paced module) Schoology Assessments (or self-paced module) Schoology Google Drive Assignments 	<ul style="list-style-type: none"> Schoology Discussions Schoology Media Albums 	<ul style="list-style-type: none"> Videos in Schoology (or video help page) Schoology Pages
October	<ul style="list-style-type: none"> Google Suite (self-paced modules) Schoology + Google 	<ul style="list-style-type: none"> Nearpod Basics (self-paced module) or... Nearpod 101 Nearpod 102 Nearpod 103 	<ul style="list-style-type: none"> Schoology Student Completion Rules Schoology Individual Assignments & Grading Groups
November	<ul style="list-style-type: none"> Screen Recording: Screencast-o-Matic Screen Recording: Loom Hosting a Zoom Meeting 	<ul style="list-style-type: none"> Schoology Beauty School (Visual Design in Schoology) 	<ul style="list-style-type: none"> Understanding the parent side of Schoology Understanding the student side of Schoology

**TEACHERS ARE ABLE TO ACCELERATE LEARNING PACE AHEAD OF THIS SCHEDULE.
AT A MINIMUM, TEACHERS MUST COMPLETE THE ITEMS SET FOR EACH MONTH BY THE END OF THAT MONTH.**

Phase 2 takes a deeper dive into the instruction framework model to ensure the virtual teacher understands how to utilize the instructional framework effectively in the virtual setting. This deeper understanding will include how to make connections between on-site instruction practices to the virtual learning environment as well as increasing student engagement in digital learning. Phase 2 will begin as soon as the teacher completes Phase 1 or at the start of the spring semester, whichever comes first.

Phase 3 is the ongoing professional learning phase that will involve virtual teacher engagement in an online PLC environment with other virtual teachers as well as campus and district administrators. The purpose of the PLC will be to share exemplar lessons and learning experiences, to showcase best practices in virtual instruction and to encourage connection and collaboration between virtual teachers. Although the PLC will develop during Phase 1 with training and support sessions, the specifics of Phase 3 will begin in the mid to late spring semester and continue into the summer.

Additionally, all teachers and administrators already have access through our learning management system (Schoology) to use district trainings for individual learning goals, for team planning, and campus PLCs. Administrators may assign modules or training webinars to staff based on individualized need. Principals and assistant principals will also participate in trainings to build their capacity and understanding of quality virtual learning tools and instruction in order to better supervise teachers who work with students virtually.

Component	Explanation
<p>Continued -How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>In the event of a school closure we recognize that all teachers need to be able to teach in a virtual environment. To increase all teacher capacity and ongoing growth with Schoology as well as virtual instruction, campus principals will set aside time in faculty meetings for additional training and dialogue regarding using technology to instruct students. Also, campus technology facilitators will be providing a campus wide monthly focus newsletter and training opportunities to all teachers based off Phase 1 in the asynchronous teacher professional learning course.</p>
<p>How will professional development experience develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p> <p>DRAFT</p>	<p>As discussed in the professional development course in the previous section, our virtual teachers will become versed in how to effectively utilize Schoology and other district approved digital instruction tools. Coupled with ongoing professional development support, they will learn how to integrate their specific content area knowledge into their virtual instruction. Virtual teachers will be provided examples of how to integrate their content into the digital tools and resources through district curriculum coordinators, campus department heads, and through PLC collaboration experiences. Professional development that teaches virtual teachers how to take what they do in their classroom and provide similar experiences will utilize content specific examples to deepen teacher understanding of how this will look in their instruction.</p> <p>As a part of the professional learning course, virtual teachers will learn about formative assessment tools they can utilize in the virtual learning environment. Just as in on-site learning, the virtual teacher will be able to utilize the data from the formative assessment to better meet the needs of students by providing additional enrichment or supplemental re-teaching for students based on student performance. Teachers will also leverage digital tools to give students immediate feedback on their progress to mastering the TEKS. Although virtual students are in an asynchronous setting, virtual teachers will be able to provide synchronous sessions for small group work, differentiated instruction, and station rotations through differentiated tasks such as direct teach, online stations, and offline stations.</p> <p>The Measure of Academic Progress (MAP) assessment will also be given three times this year to ensure valid data is being gathered on student growth. Data from this assessment will be used to accelerate and remediate students in the appropriate areas. It is our goal that all students grow in their knowledge for the year they are in school.</p>
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>We have created an Instructional Guidance document that is posted on our website. Within this document posted on our website and sent out to parents, specific expectations for parent and student roles are listed. Parents at the PK-12 levels are expected to access their Schoology account to understand how to use Schoology as a parent to monitor their child(ren)'s learning and to know what is being taught each week by reviewing the Week at a Glance documents posted by teachers. They are expected to access our Home Access Center (HAC) to review student grades and check in with their children to monitor completion of homework and assignments. Parents are instructed to communicate with the teacher any concerns they have with their child's progress or clarity about the learning. At 5th-12th grade, parents are to be support to students in their accessing Schoology and getting assignments completed. At the PK-4th grade level, parents should ensure their child is following the class/school schedule for learning activities each day, submitting assignments, and provide a designated areas for students to work free of distractions.</p> <p>The documents have been shared with teachers to reference when visiting with their parents, posted on our website, and sent out to all parents PK-12th grade.</p>

Component	Explanation
What are the expectations for family engagement/support of students?	<p>In our Instructional Guidance document for PK-4 appropriate to students at that level and in our Instructional Guidance document for 5th-12th grades for our older students. we have defined expectations for parents, students, teachers, and administrators. If at anytime a student is not engaged for a day or more and the teacher has not heard from the family that a student is ill, the teacher will contact the parent to follow-up on why the student did not engage for the day. Essentially in our Instructional Guidance documents, at the PK-4 grade level, students will be responsible for participating in learning daily through Schoology, attending live teaching sessions as much as possible, completing daily class work, and attending intervention sessions scheduled by the teacher. At the 5th-12th grade levels, students must participate in face-to-face learning as instructed by the teacher, accessing learning activities through Schoology daily, complete and submit assignments by the deadline, and attending tutorials or help sessions offered by the teacher. All levels will have opportunity to contact the teacher during office hours to answer questions, get assistance or clarity on assignments or to discuss social/emotional needs.</p>
What additional supports, training, and/or resources will be provided for families who may need additional support?	<p>Counselors will be posting information and working with virtual families for assistance in the social/emotional area and basic needs of families.</p> <p>From an academic stance, there are pages in our Instructional Guidance document that direct parents to virtual training that they can watch at their convenience. We have also included a Help Desk phone number and email address to assist beyond the virtual training posted in Schoology for parents.</p>

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