



**Student Experience**



# Reading Academies

<b>Participants 2020-21</b>	<p style="text-align: center;"><u>Year 1: 2020-21</u></p> <ul style="list-style-type: none"><li>• All K-1 Teachers</li><li>• All Elementary Principals</li><li>• All Elementary Language Acquisition Specialists</li><li>• All Elementary Instructional Coaches</li></ul>
<b>Participants 2021-22</b>	<p style="text-align: center;"><u>Year 2: 2021-22</u></p> <ul style="list-style-type: none"><li>• All 2nd -3rd Grade Teachers</li><li>• All Elementary Principals</li><li>• Any newly hired K-1 Teachers</li><li>• Any newly hired Elementary Language Acquisition Specialists</li><li>• All newly hired Elementary Instructional Coaches</li><li>• Elementary SpEd (Inclusion/Resource/Specialized Programs)</li></ul>



# Who will attend next year?

## **Participants 2022-23**

### Year 3: 2022-23

- All GT Facilitators (11)
- All Elementary Librarians (11)
- All Digital Learning Coaches (12)
- All Dyslexia Therapists (17)
- All Elementary Assistant Principals (11)
- Possibly PK (if content is ready)
- Any newly hired K-3 Teachers
- Any newly hired Language Acquisition Specialists
- All newly hired Elementary Instructional Coaches
- All newly hired Elementary SpEd (Inclusion/Resource/Specialized Programs)



# Reading Academy Format

<b>Responding to Need</b>	<ul style="list-style-type: none"><li>• In response to the shortage of subs in the district, we added an additional week of Reading Academies in November, January and February</li><li>• No additional cost to the district</li><li>• Two different learning pathways: Live and Self-Paced</li><li>• Director and facilitators monitor progress and performance of each participant and provide support to ensure success</li></ul>
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<b>Format</b>	<p style="text-align: center;"><u>Blended Local Implementation</u></p> <ul style="list-style-type: none"><li>• Cohort Leaders are current ICs or Language Acquisition Specialists</li><li>• 10 Blended Sessions led by Cohort Leaders in 2 Cohorts</li><li>• Participants must complete all sessions and artifacts</li></ul>
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# Reading Academy Format

<b>Participant Progress</b>	<ul style="list-style-type: none"><li>• TEA has asked the authorized providers to report participant progress for each cohort. A spreadsheet with all 103 cohorts from our Region 10 locally implemented districts is generated and submitted to TEA for review. Our formative metric target for participants being “on track for completion” is 95%. To be “on track,” a participant must have completed the identified module for that month.</li></ul>
	<p style="text-align: center;"><u>Year 1: 2020-21</u></p> <ul style="list-style-type: none"><li>• 100% Completion Rate</li></ul> <p style="text-align: center;"><u>Year 2: 2021-22</u></p> <ul style="list-style-type: none"><li>• Progress Goal: 95%</li><li>• Current CISD Progress: 100%</li><li>• Current Region 10 Progress: 48%</li></ul>



# Impact on Curriculum & Assessment

## **Impact on Literacy Curriculum & Assessment**

- mClass Assessment for all K-2 students
  - Commissioner-selected reading instrument for K-2
  - fully aligned to requirements in the Dyslexia Handbook in English and Spanish
- New Literacy Rtl Intervention & Progress Monitoring Resource Aligned to HPLS
- Heggerty Phonological Awareness Resource purchased for K-2 teachers and written into our curriculum

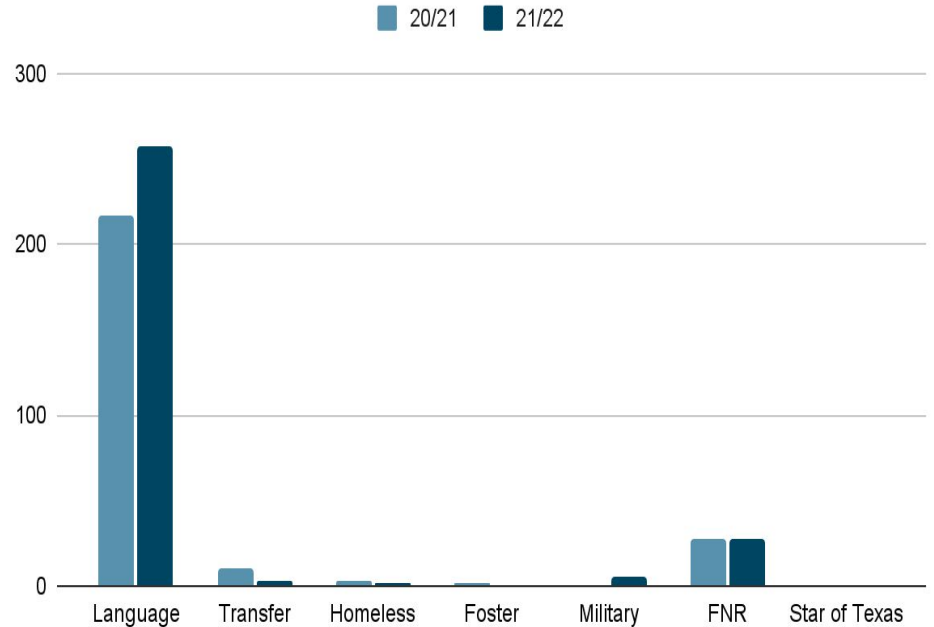


# Early Childhood

## To Qualify:

- Age 4 by September 1
- Emergent Bilingual
- Economically disadvantaged
- Homeless
- Foster care
- Child of active duty military serving, injured or deceased
- Star of Texas

PK Qualifying Indicator





# Early Childhood

## PK

20-21

- 536 Applicants
- 261 Qualify
- 220 Attended

21-22 (as of 12-6-21)

- 545 Applicants
- 297 Qualify
- 250 Attending

## Special Education

20-21

- 9 Walk-in Speech
- 6 Blended
- 19 Self-Contained
- 2 Speech in PK

21-22

- 24 Walk-in Speech
- 31 Blended
- 35 Self-Contained
- 6 Speech in PK

Austin -- Denton Creek -- Lakeside -- Wilson





# High Quality PreKindergarten

- **TEC §29.153 (c) and TEC §29.153 (c-1)**
  - **Curriculum**
    - **10 Domains**
  - **Progress Monitoring**
    - **Emergent Literacy – Reading**
    - **Emergent Literacy – Writing**
    - **Language and Communication**
    - **Mathematics**
    - **Health and Wellness**
  - **Teacher Qualification**
    - **Appropriately certified to teach prekindergarten and an additional qualification that is early childhood education specific.**
  - **Family Engagement Plan**
    - **Posted on the website**
    - **Schoology course in development**
  - **Teacher/Student Ratio**
    - **Have added two additional classrooms this year**
  - **Program Evaluation**
    - **In progress**



# Early Childhood

- Monthly Professional Learning
- New Curriculum
  - Three Cheers
  - Uno, Dos, Tres
- Scope and Sequence
- Progress Monitoring
- Report Card
- Family Involvement
  - Website
  - Schoology

## Early Childhood (Pre-Kindergarten)

- Overview**
- Benefits
- Learning
- Texas Pre-K Guidelines
- Sample Schedule

In Coppell ISD we offer full day tuition-free Pre-Kindergarten for all qualifying learners. Our Early Childhood program provides our youngest learners a challenging and achievable curriculum that engages thinking, reasoning, and communicating with others. We support learners in making connections across subjects through play and exploration. Partnering with parents and the community we provide meaningful experiences that build confidence and ensure future success for our young learners.

- Eligibility**
- Application
- Language Proficiency Test

[Expand All](#)

**Campus Assignments** >

**Transportation** >

**Meals** >

**School Supplies** >

**Report Card Rubric** >


### Early Childhood Pre-Kindergarten Program Eligibility


- Must be 4 years old on or before September 1st for the enrolling school year
- Must reside within the boundaries of Coppell ISD [Attendance Zone](#)
- Must submit an Online application

AND must meet at least ONE of the following criteria:

- is unable to speak and comprehend the English language; or
- is educationally disadvantaged (which means a student eligible to participate in the national free or reduced-price lunch program... guidelines can be found [here](#)); or
- is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
- is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
- is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
- is or ever has been in the conservatorship of the Department of Family and Protective Services (*foster care*) following an adversary hearing held as provided by Section 262.201, Family Code; or
- is the child of a person eligible for the Star of Texas Award as a peace

 Schoology Parent Resource

 Family Engagement Plan

 Week of the Young Child

## Resources



# ESL/Bilingual Programs

## District and Program Enrollment

	18-19	19-20	20-21	21-22
District Enrollment	12,912	13,314	13,059	13,180
Emergent Bilingual Learners (English Learners)	1,602	1,901	1,820	2,104
Percent	12.4%	14.3%	13.9%	15.9% (19% with Monitored)



# ESL/Bilingual Areas of Focus

01

Loss of Oral Proficiency

- Campus Language Acquisition Specialists PL, Coaching, Resources
- District PL Opportunities
- Parent Resources
- Classroom Walks

02

Long-Term  
Emergent Bilingual

- Student Goal Setting
- SEL Support/Motivation
- Data Tracking
- Intervention
- Progress Monitoring

03

Parent Involvement

- Schoology Courses
- ESL Parent Classes
- Newcomer Parent Classes
- DLI Book Study
- DLI Parent Collaboratives



# ESL/Bilingual Highlights

- Summer Programming for K/1, Long-term, and Newcomers
- **Third Annual Spanish Spelling Bee**
- Significant Parent and Family Engagement
- **Cross grade level collaborations for Spanish instruction**