

Huckabay ISD



Continuity of Learning Plan
Asynchronous Model
2020-2021

PURPOSE & PRINCIPLES

This plan represents many hours of hard work by a team of educators and parents committed to providing a rigorous, TEKS-based learning experience for all our students in a family-friendly, distance learning format. We have incorporated lessons learned from the Spring 2020 “emergency” distance learning experience to improve implementation for students, parents, and staff. This plan has been designed in strict accordance with guidelines and requirements from Texas Education Agency.

Huckabay ISD is prepared to accommodate 3 different scenarios for the 2020-21 school year. This plan has been developed by a team of Huckabay ISD educators and parents who are committed to meeting our students’ and families’ needs in the most effective and appropriate manner for our community:



Asynchronous learning via distance-learning track as “permanent” placement for the year (can be switched at end of each 6 weeks grading cycle if needed)



Attendance credit for traditional, in-person students who must stay home temporarily but are not too ill to effectively engage in learning



In the event of schoolwide closure, all students will transition to this asynchronous plan.

Guiding principles include:

1. We will provide full coverage of grade-level Texas Essential Knowledge & Skills aligned with Huckabay ISD’s research-based Scope & Sequence for in-person instruction for every grade level and subject area.
2. We recognize and will plan for shifting roles of parents, teachers, support staff, and administration in this new model. This includes increased attention to proactive communication, feedback, and intervention.

3. We commit to providing access to high quality educational materials in a variety of modes and formats to best meet the needs of our community.
4. We are focusing professional development efforts on continuous improvement of distance learning instructional models and implementation.
5. We continue to prioritize our students' physical, mental, and social-emotional safety and growth.

Introduction to Asynchronous Plan

Huckabay ISD will implement an asynchronous distance learning model which provides **daily, self-paced instruction expectations and teacher communication opportunities**. Daily interaction and progress within the Learning Management System (LMS) is required to be considered engaged and thus marked present for attendance purposes. **This includes a daily check-in with the teacher via ZOOM for all grade levels and required minimum engagement by the end of each instructional day.** According to TEA guidelines, engagement is defined on a daily basis as one of the following in accordance with our approved plan:

- Progress in the Learning Management System (LMS) - Google Classroom
- Progress from teacher to student interaction
- Completion and understanding of assignments that day

The following plan will introduce an overview of the district approach to Instructional Schedules, Materials Design, Student Progress, and Plan Implementation. Specific breakdowns for each grade level are included as appropriate.

This plan may be located on www.hisd.us under the COVID-19 tab. A .pdf copy can be emailed upon request to wcorzine@hisd.us.

For more information, please contact:
Troy Roberts, Superintendent troberts@hisd.us
Wes Corzine, Principal wcorzine@hisd.us

PART 1: INSTRUCTIONAL SCHEDULE

We are committed to providing an excellent educational experience for all students through in-person or distance learning formats. All learners' schedules meet or exceed the daily requirements for instruction across grade levels and subject areas. Teachers will maintain and oversee implementation for both in-person and distance learners according to their current grade level/subject area assignments. Student movement between the two models is expected, and we designed this plan to help these transitions occur as seamlessly as possible. Support staff and Instructional Continuity Committee members will assist with administrative implementation duties as required.

DAILY ENGAGEMENT - To ensure consistent progress and participation, daily academic engagement will be closely monitored. All students must check in with their classroom teacher (PK-5) or content specific teacher (6-12) and certify that they are aware of the day's expectations and will be working to achieve them by 3:40. To be considered on time, work may be submitted via Google Classroom anytime before 3:40pm or in person at the front office by 4pm daily.

DAILY ATTENDANCE - Teachers will post attendance for each student daily at 10:00 a.m. as either present - in person, present - asynchronous, or absent. If a student has checked in via Google Classroom, they will be marked present-asynchronous. Further engagement in one of the three TEA approved modes will be updated on a spreadsheet and submitted to Mrs. Eakins in the front office on a weekly basis.

DAILY SCHEDULES - Daily schedules will mirror the face-to-face plan followed by their peers who are at school. Although asynchronous, we encourage families to adhere to this schedule as it actually exceeds all instructional minute requirements and provides a sense of routine and structure which is important for at-home learning. It also aligns with teachers' conference periods for maximum availability of instructional support. (See pp.6-15)

MEETING INDIVIDUAL NEEDS - We remain committed to meeting each child where they are and growing them individually. All special curriculum, instructional programming, modifications, or accommodations will be reflected in the student's

individual assignments in accordance with any IEPs, 504 plans, RTI requirements, LPAC recommendations, or Dyslexia needs.

SYLLABUS & LESSON PLANS - Each course syllabus will include units of instruction broken down by week. Individualized daily lesson plans for each week will be shared via Google Classroom.

STUDENT-TEACHER INTERACTIONS - In recognition of the importance of teacher-student interactions for the learning process, we are committed to building and maintaining robust and effective avenues for instructional support. Teachers' conference periods will be published in the student syllabus for each course and are indicated on the daily instructional schedule as well as in our Instructional Staff Support attachment. Students and/or parents may use these opportunities to reach out digitally, via phone, or in person to ask questions, discuss feedback, and gauge progress on a daily basis.

LEARNING MANAGEMENT SYSTEMS(LMS) - Direct instruction will be primarily delivered through digital and print textbook resources and custom or curated videos/activities via Google Classroom for PK-12.

INSTRUCTIONAL SUPPORT - Additional, optional ZOOM Q&A or tutorial sessions will be offered every week in PK-12. These will be communicated via Google Classroom by each teacher.

SCHOOLWIDE DISTANCE LEARNING ZOOM SCHEDULE - In the event of a schoolwide closure in which everyone moves to distance learning, each grade level has 2 reserved, recurring ZOOM meeting times per week - one during the day and one in the evening to accommodate working parents. This will alleviate conflicts within families with students in multiple grade levels.

PRE-K - 5th GRADE INSTRUCTIONAL SCHEDULE
SIDE-BY-SIDE

Instructional Minutes 370 minutes (min.180 required)

IN-PERSON, ON CAMPUS	DISTANCE LEARNING
8:00 - 9:30 English Language Arts	8:00 - 9:30 English Language Arts
9:30 - 11:00 Reading 9:40 - 10:20 Art (M/W)	9:30 - 11:00 Reading 9:40 - 10:20 Art (M/W)
11:00 - 11:30 Lunch	11:00 - 11:30 Lunch
11:30 - 12:30 Math	11:30 - 12:30 Math
12:40 - 1:10 Recess	12:40 - 1:10 Recess (Go outside and play at home)
1:10 - 1:55 Math extension (Library T/Th)	1:10 - 1:55 Math extension
1:55 - 2:40 PE	1:55 - 2:40 PE
2:40 - 3:15 Science/Social Studies/Health	2:40 - 3:15 Science/Social Studies/Health
3:15 Dismissal	3:15 Dismissal
	Teachers will make daily contact via Zoom, during their scheduled conference time. See teacher availability in this document.

6th - 12th GRADE INSTRUCTIONAL SCHEDULE SIDE-BY-SIDE

390 Instructional Minutes (min. 240 required)

TIME	IN-PERSON, ON CAMPUS	DISTANCE LEARNING
8:00 - 8:45	JH Athletics/PE HS Content Specific	JH Athletics/PE HS Content Specific
8:50 - 9:35	JH/HS Content Specific	JH/HS Content Specific
9:40 - 10:25	JH/HS Content Specific	JH/HS Content Specific
10:30 - 11:15	JH/HS Content Specific	JH/HS Content Specific
11:15 - 11:45	Tribe Time	Tribe Time
11:45 - 12:15	Lunch	Lunch
12:15 - 1:00	JH/HS Content Specific	JH/HS Content Specific
1:05 - 1:50	JH/HS Content Specific	JH/HS Content Specific
1:55 - 2:40	JH/HS Content Specific	JH/HS Content Specific
2:45 - 3:30	JH Content Specific HS Athletics/PE	JH Content Specific HS Athletics/PE
		Teachers will make daily contact via Zoom, during their scheduled conference time. See teacher availability in this document.

INSTRUCTIONAL STAFF

For support, please contact:

Staff	Role	Availability	Email
Winnett, Jace	Technology	8:00 - 4:00	jwinnett@hisd.us
Wimberly, Kimberly	Pre K	9:40 - 10:25	kwimberly@hisd.us
Walls, Karli	Kindergarten	9:40 - 10:25	kwalls@hisd.us
Daniels, Mandi	Kindergarten	9:40 - 10:25	mdaniels@hisd.us
Bills, Kasha	1st Grade	1:55 - 2:40	kbills@hisd.us
Smith, Liz	1st Grade	1:55 - 2:40	esmith@hisd.us
Stover, Erica	2nd Grade	1:55 - 2:40	estover@hisd.us
Smith, Kristi	2nd Grade	1:55 - 2:40	ksmith@hisd.us
Hodges, Courtney	3rd Grade	1:05 - 1:50	chodges@hisd.us
Wright, Allison	3rd Grade	1:05 - 1:50	awright@hisd.us
Sloan, Tina	4th Grade	1:05 - 1:50	tsloan@hisd.us
Fulfer, Taylor	5th Grade	1:05 - 1:50	tfulfer@hisd.us
Payne, Kara	5-8 Math	8:00 - 8:45	kpayne@hisd.us
Buttler, Vanessa	6-8 ELAR	8:00 - 8:45	vbuttler@hisd.us
Perez, Kacee	6-8 Science	8:50 - 9:35	kperez@hisd.us
Hargrove, Dustin	6,7 SS, Elementary PE	10:30 - 11:15	dhargrove@hisd.us
Harvel, Richard	HS Math	8:50 - 9:35	rharvel@hisd.us
Carrie Normand	HS English	1:05 - 1:50	cnormand@hisd.us
Robinson, Sarah	HS Science	2:45 - 3:30	srobinson@hisd.us
Helton, Rocky	8th, HS SS, Yearbook	9:40 - 10:25	rhelton@hisd.us
Heller, Vinnie	Ag Science	12:15 - 1:00	vheller@hisd.us

Walls, Caleb	Gov't/Economics/Athletic Director	10:30 - 11:15	cwalls@hisd.us
Corzine, Wes	Principal	7:30 - 4:00	wcorzine@hisd.us
Roberts, Troy	HISD Supt	7:30 - 4:00	troberts@hisd.us

STUDENT-TEACHER INTERACTIONS & EXPECTATIONS

Student-teacher interactions are a critical component of educational excellence. In addition to daily engagement via Zoom and Google Classroom, we expect the following:

- Parents and students will receive a weekly email from the teacher summarizing progress and indicating any need for improvement or further communication.
- At least one daily ZOOM opportunity will be offered every day. Time, link, and password will be posted in Google Classroom with the weekly lesson plan.
- Failing interim progress reports will be sent home halfway through the grading period and will *require* phone or ZOOM conversation with student & teacher to discuss intervention and plan for improvement.
- Daily conference periods for each staff member are posted in this guide. Please use this time to connect with your teachers.
- Students receiving additional services such as SpEd, 504, Dyslexia, ESL, or GT will communicate with those teachers or service providers directly. Their contact information will be included in each course syllabus and may be found in the Instructional Support Guide chart. Progress in these programs will be communicated weekly in addition to other required communication for courses.

2020-2021 Progress Report & Report Card Schedule

1st 6 Weeks:

Enter Grades: 9/15
Progress Reports Home: 9/16
Grade Due: 10/5
Grade Verification: 10/6
Report Cards Home: 10/7
Awards Assembly: 10/9

2nd 6 Weeks:

Enter Grades: 10/27
Progress Reports Home: 10/28
Grade Due: 11/16
Grade Verification: 11/17
Report Cards Home: 11/18
Awards Assembly: 11/20

3rd 6 Weeks:

Enter Grades: 12/4
Progress Reports Home: 12/7
Grade Due: 1/11
Grade Verification: 1/12
Report Cards Home: 1/13
Awards Assembly: 1/15

4th 6 Weeks:

Enter Grades: 2/2
Progress Reports Home: 2/3
Grade Due: 2/22
Grade Verification: 2/23
Report Cards Home: 2/24
Awards Assembly: 2/26

5th 6 Weeks:

Enter Grades: 3/9
Progress Reports Home: 3/10
Grade Due: 4/12
Grade Verification: 4/13
Report Cards Home: 4/14
Awards Assembly: 4/16

6th 6 Weeks:

Enter Grades: 5/11
Progress Reports Home: 5/12
Grade Due: 5/24
Grade Verification: 5/26
Report Cards Home: 5/27
JH/HS Report Cards Mailed

SCHOOLWIDE DISTANCE LEARNING ZOOM SCHEDULE

In the event of a schoolwide transition to distance learning, the following ZOOM schedule will allow us to communicate with minimal time conflicts. These are optional participation opportunities, and they are reserved for classroom and/or elective teachers' use. Teachers will confirm any ZOOM meetings and send links with passwords within the Learning Management System. They are NOT guaranteed daily occurrences.

GRADE LEVEL ZOOM RESERVATIONS:

See attached schedule.

PART 2: MATERIAL DESIGN

Full, TEKS-aligned Curriculum with Evidence-Based Scope & Sequences

Texas Essential Knowledge and Skills are the backbone of everything we teach. District Scope and Sequence documents have been aligned with TEKS to ensure complete coverage of the required curriculum, including prioritization of Readiness standards.

Using TEKS Resource System guiding documents, primary textbook adoption resources have been reordered, modified, or supplemented to align with TEKS and STAAR standards and to ensure logical course sequence for reinforcement of learning and retention of material as students move between learning environments.

Formative assessments are used to guide instruction throughout each instructional unit, and summative assessments indicate progress and mastery in addition to areas for reteaching or reinforcement in the future.

Grade / Content	Curriculum	Assessments
PreK	Frog Street	Unit Assessments, 6 weeks assessments
K-12 ELAR	Pearson	TPRI BOY, MOY, EOY (K-2) Unit Assessments, STAAR
K-12 Math	Pearson,	Unit Assessments, iStation Progress Monitoring - monthly, STAAR
K-12 Science	McGraw Hill Science	TRS Unit Assessments, STAAR
K-5 Social Studies	McGraw Hill Social Studies	Unit Assessments, STAAR
6-12 Social Studies	McGraw Hill Social Studies	Unit Assessments, STAAR
Special Education	Modified Curriculum	STAAR Alt2
Reading RTI	Read Naturally	iStation
Dyslexia	Barton System	Reading A-Z Fluency

Support for Students with Disabilities and English Learners

Specially designed instructional materials including but not limited to IEP, 504, or LPAC designated supports, modifications, accommodations, or resources will be assigned and/or provided on an individual basis and overseen by a designated certified professional. Monthly Instructional Continuity Committee meetings will include status reports on all students receiving special services to ensure plan implementation and the potential need for additional ARD, 504, or LPAC guidance.

Ensuring Instructional Materials' Use

It is imperative that our distance learning students interact fully with the provided district adopted materials as designated in their learning plan. Core subjects' use of either the paper or digital textbook is required for completion of tasks and is therefore easily confirmed. Use of additional tools such as Chromebooks, library resources, non-consumable textbooks, etc will be addressed and monitored through inventory checks at the end of each grading period and as needed.

All families will have the option for digital or paper based instruction. Paper based materials will be distributed & collected through the main office. Paper based students are still required to interact with School & Zoom for communication purposes but may turn in completed work on assigned due dates by 4pm.

PK-2 online LMS: Class Dojo Student Portfolio 3rd-8th online LMS: Google Classroom

PART 3: STUDENT PROGRESS

Expected Student Progress

Student performance expectations will be set according to district/campus academic achievement goals including grade level performance standards and individual progress measures. Expectations for distance learners will be consistent with progress that would occur with in-person, on-campus learning. Coursework objectives will be communicated per instructional unit, and activities designed to achieve progress toward those objectives will be defined and tracked daily.

Baseline data in Reading and Math will be attained during the B.O.Y. assessment window 8/24-9/15. Quarterly progress checks will track growth and inform the need for intervention or enrichment. These assessments will be assigned and monitored via LMS in place of other learning activities for that particular day.

Daily Student Engagement

Daily engagement will include check-in with a teacher of record, attesting participation and attendance. Each day's expected engagement activities will be clearly outlined in the weekly lesson plan posted by 7:30am each Monday. If there are no assignments due on a particular day, there will be a discussion question to post in the Google Classroom.

Academic Progress Monitoring Systems

Student work will be monitored and graded according to district grading policy consistent with students learning on campus. Assignment due dates and late penalties will be enforced as outlined in the course syllabus for that grade level and subject area.

Students will have the option to submit daily assignments via Google Classroom or by bringing them to the front office by a prearranged time.

In line with our current campus grading policy, all grades must be updated in Gradebook by 1pm each Tuesday. All parents must have a Parent Portal account which provides access to grades and can be configured to alerts for missing assignments or grades below a designated threshold. Parents are also encouraged to link a parent account to their child's Google Classroom. A weekly feedback form will be sent to students indicating expected progress or need and plans for improvement or remediation.

PART 4: IMPLEMENTATION

Professional Development

All participating grades and content areas will be covered as we develop content knowledge to internalize curriculum and data usage in an asynchronous, distance-learning environment. Training will explicitly cover instructional delivery and use of Google Classroom.

August 17 - 21 - Mandatory all staff training for asynchronous plan components, attendance requirements, logistics, scenarios. Training/workshop for all PK-12 teachers covering curriculum, Scope & Sequence, daily expectation breakdowns, differentiation/implementation of individualized learning requirements for IEPs, 504 plans, ELLs, RTI delivery, and Dyslexia programming. Training for all PK-12 teachers and paraprofessionals covering use of TxEIS for attendance, daily participation, and communication & Google Classroom for Instructional content delivery and student work submission.

COMMUNICATION & SUPPORT

INTRO TO ASYNCHRONOUS LEARNING - August 3: Information released using the Huckabay ISD Facebook page.

Teacher Contact to all students - August 10 - 14: Teachers contact all students to discuss online learning and inform/remind parents to register online.

Meet the Teacher - August 20: Schedule created and released to allow students to come to school to pick up schedules (6-12), and meet the teacher (PK-5).

WEBSITE RESOURCES - Home Learning page added to school website will have resources to help students and families who opt for distance learning to earn attendance credit on a temporary basis. This will include videos and documents explaining policies and procedures for checking in, completing and submitting assignments, receiving and implementing feedback, and communicating with teachers and administration.

PARENT COMMUNICATION TOOL - Personal emails is the Parent Communication platform for distance learning. All families will have access to the complete course catalog and syllabi on our Home Learning page at www.hisd.us. Individualized daily lesson plans will be shared with parents and students weekly by Monday 7:30am via Google Classroom. For assistance setting up your account, contact your PK-5th grade Homeroom teacher or Mr. Winnett (jwinnett@hisd.us) for JH/HS assistance.

INSTRUCTIONAL CONSIDERATIONS ON CAMPUS - In order to prepare in-person, on-campus students for temporary or schoolwide distance learning, teachers will provide explicit instruction and implement digital tools and Google Classroom procedures as part of their daily instructional model. Teachers will also prepare technical support materials for parents.

Alternative Staff Assignments

(In case of school-wide distance learning)

In the case of a schoolwide move to distance learning, paraprofessionals, Tarleton Residents, and auxiliary staff will support teachers in their distance learning efforts for certain grade levels. Specific duties will be determined by Mr. Corzine at the time of assignment.