

2020



# INSTRUCTIONAL CONTINUITY PLAN



**HISD**  
**@H.O.M.E.**  
HOME-BASED ONGOING  
MOBILE EDUCATION

EXECUTIVE SUMMARY

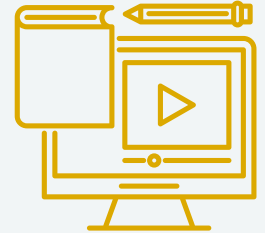
# COMMITTEE MEMBERS

Theresa Rose	-----	Principal, Bush ES	Nubia Parson	-----	Manager, Interventions
Rebecca Busse	-----	Teacher, Bush ES	Martha Preston	-----	Sr Mgr, Multilingual
Angela Gonzalez	-----	Parent	Veronica Trevino	-----	Teacher, Park Place
T. Bennett	-----	Parent	Andrea Moore-Bailey	-----	Prog Spclst, Special Ed
Gretchen Himsl	-----	Parent	Doris Delaney	-----	Conservator
Melissa Jones	-----	Parent	Alyssa Howell	-----	Director, Sec, Math
Joshua Rosales	-----	Parent	Stacey Court	-----	IAT Manager, Interventions
Sedricka Jackson	-----	Parent	Brooks Straub	-----	Director, Office of Chief of Staff
Amanda Ardill	-----	Parent	Jennifer Ertel	-----	Director, Post Sec. Programing
Brandy McDaniel	-----	Parent	Yvette Best	-----	Sr Mgr, Special Ed
Andrea French	-----	Parent	Jessica Chevalier	-----	Director, Literacy
Suja S. Rajan	-----	Parent	Geovanny Ponce	-----	Area Superintendent, East
Lucas Saenz	-----	Parent	Kareene Harris	-----	Manager, Interventions
Haydee Ramos	-----	Parent	Bertha Johnson	-----	Prog Spclst, Special Ed
Estefani Salas	-----	Parent	Sevasti Meloni	-----	Manager, Post Sec. Programing
Rolando Martinez	-----	Parent	Lisa Reagins	-----	Director, West Area
Mary Guerrero	-----	Parent	Yeromenko, Tetyana	-----	Asst Sup, Leadership Development
Fidella Thompson	-----	Parent	Alicia Jolivette	-----	Officer, Facilities
Latasha Kimbel	-----	Parent	Tanya Pridgeot	-----	Mgr, Information Technology
Sedricka Jackson	-----	Parent	Betti Wiggins	-----	Officer, Nutrition Services
Pam Morris	-----	Parent	John Wilcots	-----	Gen Mgr, Transportation
Jose Bustos	-----	Parent	Kevin Hodges	-----	Mgr, Information Technology
Tudon Martinez	-----	Principal, Coop ES	Claude Cox	-----	Director, A180
Kate Stempel	-----	Teacher, Travis ES	Glenda Calloway	-----	Asst Supt, Counseling & Compliance
Ronni Molare	-----	Teacher, Cook ES	Betty Garcia	-----	Manager, Student Assessments
Rhonda Honore	-----	Principal, Black MS	Gabriel Parshall	-----	Manager, Student Assessments
Victoria Moore	-----	Teacher, Hartman MS	Rodneeka Polk	-----	Sr. Manager, Behavior Interventions
Orlando Reyna	-----	Principal, Sugar Grove MS	Keyana Williams	-----	Sr. Manager, Behavior Interventions
Pablo Resendiz	-----	Principal, Holland MS	Jocelyn McDonald	-----	TDS, A. Instructional Technology
Steven Shetzer	-----	Principal, Pershing MS	Raul Alanis	-----	Manager, A. Instructional Technology
Rebecca Hiatt	-----	Teacher, BCM at Rusk	Khyati Sanjana	-----	TDS, A. Instructional Technology
Debra Campbell	-----	Dean, Bellaire HS	Rene Flores	-----	Manager, A. Instructional Technology
Alan Summers	-----	Principal, Houston MSTC HS	Michele Herod	-----	TDS, A. Instructional Technology
Michele Wagner	-----	Principal, Wisdom HS	Diane Ellis	-----	TDS, A. Instructional Technology
Jennifer Simmons	-----	Teacher, Wisdom HS	Sherita Neal	-----	TDS, A. Instructional Technology
Monico Rivas	-----	Principal Liberty HS	John Amenson	-----	TDS, A. Instructional Technology
Lori Lambropoulos	-----	Principal Energy Institute HS	Jerome Hurt	-----	TDS, A. Instructional Technology
Ruth Ruiz	-----	Principal Milby HS	Adrian Acosta	-----	Director, A. Instructional Technology
Nalsy Perez	-----	Director Curriculum - Math	Felicia Adams	-----	Officer, A. Instructional Technology

## Executive Summary of HISD Instructional Continuity Plan

### INSTRUCTIONAL INFORMATION: VIRTUAL LEARNING APPROACH

In order to incorporate lessons learned and improve upon instructional practices utilized during last year's launch of HISD@H.O.M.E., HISD's virtual learning approach, an Instructional Continuity Plan was developed to guide virtual instruction for the 20-21 school year. The goal of this plan is to provide a deeper level of guidance and support to parents, students, and staff members during periods of virtual instruction. During the first six weeks of 20-21 school year, Houston ISD will be implementing asynchronous learning. Asynchronous learning is an instructional experience where students will be able to work at their own pace and teachers will be available to provide live support and intervention through a daily instructional support schedule.



HISD will use strategies and best practices associated with virtual learning to design learning activities to meet the needs of the learner where they are. Microsoft Teams and The HISD Learning Management System, The Hub, will be utilized to provide instruction.

### STUDENT EXPECTATIONS FOR VIRTUAL LEARNING

During periods of virtual learning, students are expected to complete assigned learning activities each day. Students will show proof of participation in daily virtual instruction by satisfactorily engaging with assigned learning activities and completing assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Teachers will measure student progress based on the assignments students complete and submit.



### STUDENT ATTENDANCE AND GRADING FOR VIRTUAL LEARNING

Students who engage in learning activities via the HUB or Microsoft Teams, and submit required assignments, are considered "present" and will not be marked absent. Students must attend at least 90% of their classes to receive credit and be promoted. To support students and parents, the district's implementation plan includes opportunities to train and develop students in utilizing district resources as well as trainings geared towards parents in how to best support their students as they navigate and utilize district resources.



Teachers will receive support and guidance on effective grading practices to ensure that consistent grading guidelines are followed regardless of virtual or in-person learning. Courses taken as Dual Credit or Dual Enrollment will be subject to the grading policies of the Institution of Higher Education issuing the college credit. Teachers will use existing district support systems to track student data to measure academic progress and determine student need for additional instructional supports and interventions.



## SPECIAL POPULATION SUPPORT AND SERVICES

Students receiving special populations services will continue to receive technology, services, accommodations, and modifications required by the student's IEP and Section 504. ARD Committees will continue to meet to determine the unique needs of students who receive special education services. Parents will continue to attend ARD meetings virtually and will receive digital copies of their student's IEP. Knowing that the nature of special education interventions will likely require additional layers of support during virtual instruction, parents of students, served by specialized special education programs, will receive individualized support from a special education case manager to ensure that individual student needs are met. Parents of Gifted and Talented students will continue to attend virtual GT Meetings and communicate with campus GT coordinator for GT services.

## SOCIOEMOTIONAL SUPPORT FOR STUDENTS AND FAMILIES

The Social-Emotional Learning (SEL) department will offer webinars in both English and in Spanish focused on ways students, staff, and family members can maintain social and emotional health, including sessions on mindfulness, stress management, and the warning signs of depression and anxiety. In addition, a mental health hotline will continue to be accessible to HISD students and families. Professional development will also be offered to school staff to ensure classroom teachers and school leaders are better equipped to support students in crisis. Campus-based counselors, social workers, and wrap-around support specialists will continue to perform outreach to students and families.



## POSTSECONDARY SUPPORT FOR STUDENTS AND FAMILIES

The College and Career Advising Department will host virtual webinars on topics pertinent to college and career exploration and planning throughout the year. Counselors will continue to reach out directly to students and families to assist them through postsecondary planning, including financial aid application and effectively managing the postsecondary transition. Monthly training will also be provided to campus-based staff to ensure that campus staff are able to support postsecondary preparation and readiness. In addition, virtual college tours will take place to provide students with exposure to postsecondary options.

## EXTRACURRICULAR ACTIVITIES AND ATHLETICS

Extracurricular activities will follow the same safety protocols employed on campuses during the school day, with school-based extracurricular activities resuming when in-person instruction begins.

Student assemblies, outdoor activities, and field lessons will be postponed or held virtually until it is deemed safe for them to resume in person. In the meantime, staff from museums and cultural centers will be recruited to deliver programming directly to students and virtual visits will be scheduled with college and industry sites.

HISD Athletics will tentatively schedule games for the fall, while awaiting detailed state guidance about high school sports from the University Scholastic League. Plans will be adjusted as COVID-19 conditions change.

