



**WALTRIP HIGH SCHOOL**

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## **Rams Rising to the Challenge**

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**2020-21 Instructional Continuity Plan**



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The Instructional Continuity Plan is subject to change based on campus needs  
and information from state and local authorities.



## LETTER FROM THE PRINCIPAL

**Regular updates will be made to this plan based on information provided by applicable federal, state, and local agencies.**

**WALTRIP HIGH SCHOOL** will rise to the challenge of the 2020-21 school year in a way that fully embraces our commitment to effective instruction and targeted social and emotional supports for all students with the understanding that the health and safety of our beloved community must be at the forefront of all decisions.

As we head back to campus, Waltrip will work to support effective health and safety protocols while maintaining high-quality teaching and learning models integrated with a rich student life experience. Being flexible is something we have all become accustomed to over the past few months. We understand the Harris County Public Health Department recommendations and mandates in place today may change tomorrow. So, as a unified Waltrip community we will continue to work on the plethora of logistics (daily schedules, virtual learning models, class locations, course offerings, athletics, etc.), and adjust when needed. The first few weeks of school will be new territory for all of us, and we will work together to tackle the challenges head on.

Time and again I am reminded of the spirit, faith, and hope that permeates the remarkable Waltrip community. These are so evident that we have in fact experienced a growing number of area families who are interested in having their children attend Waltrip High School, and to facilitate this interest virtual tours are in the works to complement our on-campus tours. I must again express my profound gratitude to all of you for the strength, patience, and resilience you have shown. I am looking forward to a new and wonderful year together!

Sincerely,

Michael Niggli Principal

## MISSION, VISION, AND GOALS



### MISSION

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts and athletics programs, and comprehensive career and technology education.

### VISION

Waltrip High School will be the school of choice for those living in and around the Waltrip community and will be widely regarded as the best comprehensive high school in Houston as evidenced by the thoughtful, innovative, and college and career-ready students who graduate from our school.

### REMOTE LEARNING PURPOSE AND GOALS

The purpose of this campus-wide Instructional Continuity Plan handbook is to provide information that will help with questions and pave the way for a successful 2020-2021 school year. Not all District Instructional Continuity Plan (ICP) and campus policies and procedures are included. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the campus principal.

This instructional continuity plan is neither a contract nor a substitute for official Houston Independent School District Instructional Continuity Plan 2020-2021 or for official Houston Independent School District policy manual. It is not intended to alter the status of employees in any way. It is intended as a guide and a brief explanation of Waltrip High School instructional continuity plan, policies and practices. District policies and campus policies and procedures can change at any time.

The new Waltrip High School Instructional Continuity Plan seeks to expand upon the HISD Instructional Continuity Plan and the current HISD @ H.O.M.E. system with the objective of providing additional guidance and support for an extended period of closure. Information provided is intended to provide students, parents, teachers, support staff, administrators, and community partners with available resources, guidance, and support in the event of unexpected changes between learning classroom environments (face-to-face [traditional], blended [hybrid] and remote/distance [e-Learning] environments).



## INSTRUCTIONAL CONTINUITY LEADERSHIP TEAM

### ADMINISTRATION

Michael Niggli	Principal
Rosalind Barley	Associate Principal
Mar Azcarraga	Dean of Instruction
Accelyn Williams-Hickman	Assistant Principal – 12 <sup>TH</sup> Grade
Anna Valls	Assistant Principal – 11 <sup>th</sup> Grade
Adrienne Bykowicz-Krul	Assistant Principal – 10 <sup>th</sup> Grade
Alan Moore	Assistant Principal – 10 <sup>th</sup> Grade
Laura Perez	Assistant Principal – 9 <sup>th</sup> Grade
Rolando Gonzalez	Assistant Principal – 9 <sup>th</sup> Grade

### INSTRUCTIONAL TECHNOLOGY SUPPORT

Joyce Rogers	Instructional Technology Specialist
Craig Gerhard	Campus Instructional Technician
Jennifer Gatica	Languages other Than English
Anasuya Chowdhury	Math
Andrae James	Social Studies
Michael Campora	Social Studies
Jonathan Lowe	Science
Dan Ferreira	Fine Arts
Brandon Salinas	Physical Education and Health
Jonathan St. Mary	Career and Technical Education
Dionecia Warr	English

### DEPARTMENT CHAIRS

Stephanie Seewald	English
Hai Trinh	Math
Darrin Vail	Social Studies
Lawrence Garnett, Jr.	Science
Jesse Espinosa	Fine Arts
Ruby Blackmon	Career and Technical Education
Herson Barbosa	Special Education
Nita Velarde	Languages other Than English
Brandon Salinas	Physical Education and Health

## SHARED DECISION MAKING COMMITTEE



**THE SDMC ASSISTS** the principal in decisions in the areas of planning, curriculum, staff development, staffing patterns, budgeting, and school organization. The principal regularly consults the SDMC in the planning, operation, supervision, and evaluation of the campus educational program.

### 2020-21 WALTRIP HIGH SCHOOL SDMC COMMITTEE MEMBERS

Name of SDMC Member	Membership Designation
Tiffany Andrews-Elwell	Campus-Level Professional Staff
Anasuya Chowdhury	Classroom Teacher
Alondra Pena Nestor	Classroom Teacher – Special Education Representative
Dr. Jon Enloe	Business Representative
Doris Aguilar	Non-Instructional Staff
Stephanie Witherspoon	Classroom Teacher
Dionecia Warr	Classroom Teacher
Jesse Espinosa	Classroom Teacher
Katie Tomkins	Classroom Teacher
Michael Niggli	Principal
Mary Lyons	Classroom Teacher
Wendy Paule	Parent
Nita Velarde	Classroom Teacher
Glenda Guidry	Campus-Level Professional Staff
Celina Espinosa	Campus-Level Professional Staff
Accelyn Williams	Non-Instructional Staff
Shirley Evanicky	Community Member
Elizabeth Villarreal	Community Member
Amy Adams	Parent
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Inventory	Ronnie Joseph	<a href="mailto:ronnie.joseph@houstonisd.org">ronnie.joseph@houstonisd.org</a>
Library Services	Doris Aguilar	<a href="mailto:doris.aguilar@houstonisd.org">doris.aguilar@houstonisd.org</a>
Magnet and Dual Credit Coordinator	Jennifer Grimm	<a href="mailto:jgrimm@houstonisd.org">jgrimm@houstonisd.org</a>
Master Schedule	Rosalind Barley	<a href="mailto:rbarley@houstonisd.org">rbarley@houstonisd.org</a>
Mentors, New Teachers, & Onboarding	Shelley Gillis and Anna Valls	<a href="mailto:sgillis@houstonisd.org">sgillis@houstonisd.org</a> <a href="mailto:avalls@houstonisd.org">avalls@houstonisd.org</a>
Montessori	Laura Perez	<a href="mailto:laura.perez3@houstonisd.org">laura.perez3@houstonisd.org</a>
One Goal	Jennifer Gatica	<a href="mailto:jennifer.gatica@houstonisd.org">jennifer.gatica@houstonisd.org</a>
Parent Engagement Representative/PTA	Doris Aguilar	<a href="mailto:doris.aguilar@houstonisd.org">doris.aguilar@houstonisd.org</a>
Positive Behavioral Interventions and Supports	Alan Moore	<a href="mailto:alan.moore@houstonisd.org">alan.moore@houstonisd.org</a>
PEIMS	Rosalind Barley	<a href="mailto:rbarley@houstonisd.org">rbarley@houstonisd.org</a>
PowerSchool	Christina Escobar	<a href="mailto:christina.escobar@houstonisd.org">christina.escobar@houstonisd.org</a>
Professional Development	Mar Azcarraga	<a href="mailto:mazcarra@houstonisd.org">mazcarra@houstonisd.org</a>
Registrar	Daniel Gaona	<a href="mailto:dgaona@houstonisd.org">dgaona@houstonisd.org</a>
Safety Captain	Adrienne Bykowicz-Krul	<a href="mailto:abykowic@houstonisd.org">abykowic@houstonisd.org</a>
School Improvement Plan Coordinator	Accelyn Williams-Hickman	<a href="mailto:awillia1@houstonisd.org">awillia1@houstonisd.org</a>
Social Media	Doris Aguilar	<a href="mailto:Doris.aguilar@houstonisd.org">Doris.aguilar@houstonisd.org</a>
Social-Emotional Learning Coordinator	Tralynza Conley	<a href="mailto:tconley1@houstonisd.org">tconley1@houstonisd.org</a>
Substitute Teachers	Angel Moreno	<a href="mailto:angel.moreno@houstonisd.org">angel.moreno@houstonisd.org</a>
Technology (Power-Up)	Craig Gerhard	<a href="mailto:cgerhar1@houstonisd.org">cgerhar1@houstonisd.org</a>
Testing Coordinator	Cynthia Krohn	<a href="mailto:ckrohn@houstonisd.org">ckrohn@houstonisd.org</a>
Textbooks	Ronnie Joseph	<a href="mailto:ronnie.joseph@houstonisd.org">ronnie.joseph@houstonisd.org</a>
Title 1	Adrienne Bykowicz-Krul	<a href="mailto:awillia1@houstonisd.org">awillia1@houstonisd.org</a>
UIL Academics Coordinator	Jose Torres	<a href="mailto:jtorres8@houstonisd.org">jtorres8@houstonisd.org</a>
Wraparound Services	Rose Cabral	<a href="mailto:rose.cabral@houstonisd.org">rose.cabral@houstonisd.org</a>

## TECHNOLOGY SYSTEMS



**TECHNOLOGY IS AN IMPORTANT PART** of education today. Our IT team supports many platforms to make sure our students have the tools necessary for a great education. All students will use The Hub as the main learning management system, while Microsoft Teams, Google for Education Suite (G-Suite), Khan Academy, Flip-grid, Remind, Quizlet, PearDeck, and Jamboard, to name a few, all are used extensively in the classroom. To ensure the best learning experience for all students, regardless of the delivery, Waltrip will continue to explore new technologies and applications.



The district's adopted learning management system (LMS), the HUB, will be used to host, deliver, and manage content, instructional resources, and student assignments. The HUB will also be used to monitor student engagement and progress.

### HUB SUPPORT

[Academic Instructional Technology Training](#)

You can always email your teacher or someone on the instructional support team, too!



Microsoft Teams will be used to provide instructional support and host live class meetings with students. Teams will be used for face-to-face meetings, tutorials, and small group instruction.

### TEAMS SUPPORT

[Academic Instructional Technology Training](#)

[Microsoft Teams Support](#)

[Microsoft Training for Office 365](#)

You can always email your teacher or someone on the instructional support team, too!

For login and other technical issues, please contact the HISD Service Desk at 713-892-SERV (7378) or email Mr. Gerhard at [CGERHAR1@houstonisd.org](mailto:CGERHAR1@houstonisd.org)



## OVERVIEW OF TECHNOLOGY SUPPORTS

	Office 365	Microsoft Teams	HUB	GSuite	Digital Resources	OnTrack & Renaissance	HISD Connect
Students	Access HISD email & communicate with teachers  Access online office suite  Access & save documents to OneDrive	Attend live class meetings  Communicate with teachers	Access and turn in-class assignments  Access instructional Content & Resources  Access Digital Resources	Access & Save Documents to Google Drive  Collaborate with classmates for team projects	Access digital textbooks and ancillary resources	Access classroom and district assessment Access report and TEKS performance for instant feedback	Access school calendars and class schedule  Monitor grades
Teachers	Access HISD email and communicate with campus administration  Access Online Office Suite  Access and Save Documents on One Drive	Create Teams Classes  Conduct Live Class Meetings  Communicate with Students	Share instructional resources with students  Create assignments  Monitor student progress	Access and save documents to Google Drive  Create shared drives for department collaboration	Create and assign assignments from digital textbook  Create ancillary assignments from resources	Create or assign assessments from campus or district level Analyze reports for Data Driven Instruction & monitor student progress	Input grades and attendance
Parents	Ability to provide students with support	Participate in Teams Meetings and Teams Live Events	Ability to provide students with support	Ability to provide students with support	Ability to provide students with support	Access data to provide students with support	Access student grades and attendance



## ATTENDANCE AND GRADING

### ATTENDANCE

**Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities.**

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. State law TEC §25.092 and Houston ISD Policy still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Students can engage with their teacher through the following:

1. *Daily* participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
2. Interaction with teacher via Teams as part of live or small group instruction which is at a specific time for each period, each day.
3. Students assignment submission via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

**High School students who have not logged in by 3:30 pm will be marked absent.**

- This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m. of the same day via the HUB. Any absences recorded, but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records of the HUB.
- If a student is engaged in remote learning and completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “absent” for Tuesday-Friday.



## **GRADING POLICY**

Students enrolled in remote instruction follow the same grading guidelines as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models.

Teachers will assign a minimum of two assignments per week per class to be graded. This is a minimum expectation and additional assignments may be assigned depending on the class.

Courses taken as Dual Credit or Dual Enrollment will be subject to the grading policies of the Institution of Higher Education (IHE) issuing the college credit.

Grades will be taken during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class. Final exams will be administered for all high school credit courses.



Waltrip will continue to generate official letter grades to help our students progress towards academic goals including college admissions and industry certifications.



## SOCIAL AND EMOTIONAL SUPPORT

Waltrip High School's diverse SEL Team has the resources to help students develop skills to manage their emotions, form positive relationships, feel empathy for others, and make responsible decisions.



The mission of Communities in Schools (CIS) in Texas is to **surround students with a community of support**, empowering students to stay in school and achieve in life.

Contact Alison Flores at  
[Alison.Flores@houstonisd.org](mailto:Alison.Flores@houstonisd.org)



Waltrip HS Social Worker

Social work at Waltrip High School seeks to enhance human well-being and help meet the basic human needs of all people.

Contact Tralynza Conley at  
[TCONLEY1@houstonisd.org](mailto:TCONLEY1@houstonisd.org)



### Waltrip High School Wraparound Specialist

*Rosemary Cabral* provides students with the non-academic supports necessary to be successful in school including access to mental and physical health professionals, food, housing, and more.

Contact Rosemary Cabral at  
[rose.cabral@houstonisd.org](mailto:rose.cabral@houstonisd.org)



### Grade-Level Counseling Team

Grade-level counselors support students' academic and social & emotional needs.

Name	Grade
Tiffany Andrews-Elwell <a href="mailto:TANDREW5@houstonisd.org">TANDREW5@houstonisd.org</a>	9
Vanessa Rios-Hager <a href="mailto:VRIOSHAG@houstonisd.org">VRIOSHAG@houstonisd.org</a>	10
Marlene Studivant-Moore <a href="mailto:MSTUDIVA@houstonisd.org">MSTUDIVA@houstonisd.org</a>	11
Anita Griffin <a href="mailto:AGRIFFI2@houstonisd.org">AGRIFFI2@houstonisd.org</a>	12

### Let's Stay Connected 24/7

through Houston ISD's Mental Health Hotline. Callers may remain anonymous.

713-556-1340

## TEACHING AND LEARNING SYSTEMS AND PROGRAMS

### ASYNCHRONOUS AND SYNCHRONOUS LEARNING IN THE VIRTUAL WORLD

#### Asynchronous Instruction

- Pre-recorded lessons from Waltrip teachers
- Provides options to adapt learning activities and accommodate student needs
- Student's learning experience is exceedingly self-guided with intermittent teacher interaction in which students engage in learning instructional material on their own time
- Students complete self-paced and personalized activities via the HUB and other district-provided digital resources (Imagine Learning, digital textbooks, Achieve 3000, etc.).

#### Synchronous Instruction

- Live, face-to-face interaction with Waltrip teachers
- Teacher delivers regularly short increments of synchronous instruction through the use of real-time, live instruction via Microsoft Teams
- These short-time increments of synchronous instruction will happen regularly as a part of the asynchronous plan
- Students attend Microsoft Teams class meetings for short synchronous instruction.



- ✓ Asynchronous learning encourages Project-Based Learning activities such as analyzing and presenting recurring themes in human history, artfully expressing and analyzing the cause-and-effect of population growth, or designing an elegant and browsable interface that inventories the world's most compelling ideas. In asynchronous PBL, students work on their own and learn by actively engaging in real-world and personally meaningful projects.

#### Instructional Continuity and Expectations

- Construct and provide students with a course syllabus to convey goals, objectives, and class expectations.
- Develop and provide engaging lesson plans AT LEAST one week in advance.
- Ensure the engagement of academic work is equivalent to the engagement during the normal school year
- Provide student feedback weekly with next steps
- Post a new "live" video of you as the teacher for your classes each Monday (recap last week, introduce this week)
- Post instructional resources and assignments in the HUB (Recorded Instructional sessions)
- Post two grades per week minimum in PowerSchool (*update weekly*)
- Engage in PLC, with deliverable action items and work products
- Follow IEP and Service Plans





\*\*\*\*\*

### Remote Advanced Placement Learning

Students wanting a more rigorous curriculum are encouraged to enroll in our Advanced Placement (AP) Program. The AP Program is well known as a college preparatory program that allows students to earn college credit while in high school. Through this program students are not only better prepared for college, but can also graduate earlier, saving both time and money. Students at Waltrip can pursue the *AP Capstone Diploma*, coveted by universities throughout the country.



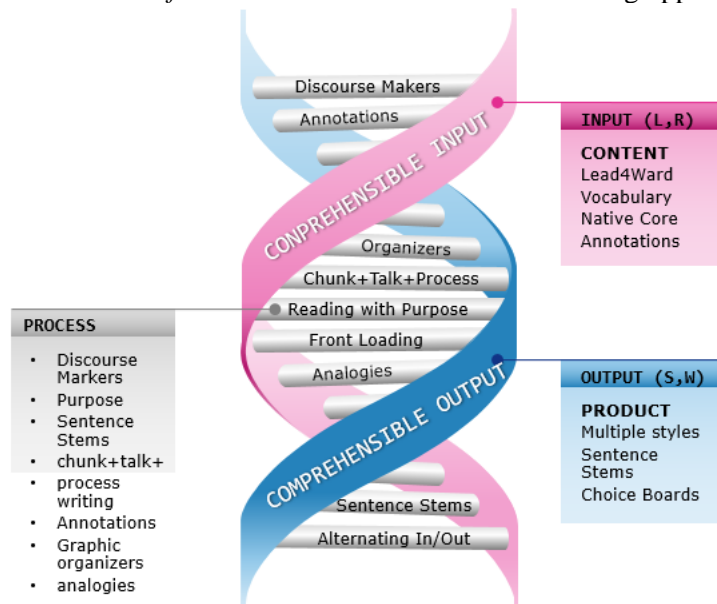
Please click here for more information [About Honors and AP Programs](#).

Please click here for more information about our [AP Courses](#).

\*\*\*\*\*

### English Learners

Waltrip teachers provide virtual instruction to English Learners in order for them to have the full opportunity to learn English and to succeed academically through all content areas. English Learners are cohorted throughout the campus with teachers who have acquired the *English as A Second Language Supplemental Certification* to offer them their best learning opportunities.



*Infographic showing critical classroom learning strategies implemented for Waltrip English Learners.*



English Learners will experience teacher *Planning & Preparation*, *Explicit Instruction*, and *Guided Practice* that will lead them to mastery of their content. Core virtual daily learning activities include:

- Explain and discuss vocabulary
  - **General academic vocabulary**
  - Cultural specific vocabulary
  - **Specialized vocabulary** (Include Analogies, Prefixes/suffixes, cognates)
  - Culturally-biased vocabulary
- **Language Functions and Structures**
- Content carefully scaffold (Chunk the Information in reasonable blocks of information)
- Read with purpose (Communicate TEKS and information that they must extract)
- Use graphic organizer/web/or a way to map their ideas + background knowledge
- Demonstrate annotations
- Teach Discourse markers

\*\*\*\*\*

### Virtual Special Education Programming

**"Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid."**  
**Albert Einstein**

#### Department Chair Responsibilities

With support from SpEd Admin, the Department Chair will ensure all TEA and District Guidelines are followed. DC will follow up with SpEd teachers (co-teachers and self-contained) to ensure proper documentation is completed each week for every identified student.

#### Teachers:

- ✓ During distance learning, SpEd co-teachers will use MS Teams to conduct small group sessions with their in class support students. These sessions will focus on content mastery, checks for understanding, and social emotional needs during class. Additionally, co-teachers will continue to hold office hours through MS Teams for their case load and in class support students to ensure students are supported in all aspects of their education. Attend content PLC weekly to ensure support to content teachers for accommodations and knowledge of scaffolding needs for students
- ✓ TREK-Standard teachers and paraprofessionals will continue to provide students with office hours through MS Teams and Advocacy. Additionally, small group sessions through MS Teams with teachers and paraprofessionals will continue to be provided for this caseload to support their SEL and academic needs.
- ✓ BSC teachers and paraprofessionals will continue to provide office hours and behavior support classes to students during the school day through MS Teams to support the students' academic, SEL, and behavioral needs.
- ✓ Self-contained SLL teachers will conduct virtual lessons through MS Teams daily using paraprofessionals to assist with small group instruction, checks for understanding, and social emotional needs. Enlarged print materials will continue to be provided for visually impaired students and delivered to the student's home through the HISD Print Shop. The students unable



to access technology at home will continue to be supported by paraprofessionals. Completed work is turned in to the paraprofessional and distributed to the Teachers of Record.

- ✓ Self-contained SLC-Alt teachers and paraprofessionals will continue to arrange printed work for these students by request of the parents.

### **Administrators:**

- ✓ With support from the school's Principal and Associate Principal, SpEd Admin will support the Department in all day to day functions including but not limited to maintaining documentation and tracking documentation completion.
- ✓ Dean of Instruction: Support Co-Teachers and Content Teachers during content PLCs to ensure continuity and capacity building in all teachers.
- ✓ Grade Level Admin: Attend all ARDs for their grade level and assigned alpha to support case managers and DC. Be aware of identified students' needs and accommodations.

\*\*\*\*\*

## **CAREER AND TECHNICAL EDUCATION**

CTE teachers will facilitate synchronous and/or asynchronous lessons per the school's virtual schedule.

CTE Teachers will also incorporate literacy components in lesson plans to provide literacy opportunities to all students.

Cross-curricular planning between CTE Scope & Sequence and Industry Certification standards to ensure students demonstrate mastery on lesson content.

### **Engineering**

- Online safety protocol
- Flipped classroom
- Flip Grid
- Project-Based Learning (PBL) w/ student supply kit (depending on budget)

Engineering Online programs:

- SolidWorks
- AutoDesk
- NCCER
- Mindcrafts
- Project-Based Learning (PBL), if possible
- Whitebox – Engineering activities/projects

### **Healthcare Therapeutic**

- Project-Based Learning (PBL)
- Online textbook via HUB
- Use family members as patients
- Online research – health occupations

### **Automotive**

- Online safety protocol

- Live lessons – step by step instructions - modeling
- Assist family and friends with auto tech issues – hands-on practice (if possible)
- Online resources

### Digital Communications (St. Mary)

### Design & Multimedia Arts (Grimm)

- Live lessons
- MS Teams recorded tutorials
- BrainBuffet – videos on Adobe curriculum

### Information Technology Support and Services (Blackmon)

- ARC-Graphic Information Systems
- Online simulator – drones and rovers
- Online GPS
- Continue working with TXDOT

\*\*\*\*\*

## REMOTE MONTESSORI EDUCATION

**"When a child is given a little leeway, he will at once shout, 'I want to do it!' But in our schools, which have an environment adapted to children's needs, they say 'Help me to do it alone.'"**

***Dr. Maria Montessori***

The asynchronous remote learning model facilitates the Montessori educational method in that it is largely student-led and self-paced, giving students the freedom and support to question, probe deeply, and make connections. Waltrip's Montessori Pathway offers a fully integrated curriculum that emphasizes the connections that link the primary content areas of English, math, science, and social studies. Students are challenged to look beyond the classroom to find unique ways to demonstrate and apply their learning.

Therefore, no changes to Montessori programming are anticipated due to remote learning. Montessori teachers will post lessons that foster multi-sensory learning and continue encouraging a close, caring community of learners.





## DAILY SCHEDULE

During each class the teacher is expected to provide instruction to students, provide students an opportunity to apply learning and ask questions and work with small groups for additional support. To support our students who are served in their special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in The Hub. Pre-recorded instructional videos will be uploaded into The Hub. Live teacher assistance will take place through Microsoft Teams between the hours of 8:30 am-4:10 pm and depending on office hours of each teacher. Completion of assignments will be expected daily for attendance.

### Monday

Student hours 8:30 am – 4:10 pm

Monday Traditional Schedule (1-8)		
Time	Period	Schedule
8:30 - 9:15	1	8:30 - 8:45 Synchronous instruction 8:45 - 9:15 Asynchronous instruction (Recorded/Posted for later access)
9:20 - 10:05	2	9:20 - 9:35 Synchronous instruction 9:35 - 10:05 Asynchronous instruction (Recorded/Posted for later access)
10:05 - 10:50	3	10:05 - 10:20 Synchronous instruction 10:20 - 10:50 Asynchronous instruction (Recorded/Posted for later access)
10:50 - 11:35 (ADA Attendance at 10:25)	4	10:50 - 11:05 Synchronous instruction 11:05 - 11:35 Asynchronous instruction (Recorded/Posted for later access)
11:35 - 12:05	Lunch	
12:10 - 12:55	5	12:10 - 12:25 Synchronous instruction 12:25 - 12:55 Asynchronous instruction (Recorded/Posted for later access)
1:00 - 1:45	6	1:00 - 1:15 Synchronous instruction 1:15 - 1:45 Asynchronous instruction (Recorded/Posted for later access)
1:50 - 2:35	7	1:50 - 2:05 Synchronous instruction 2:05 - 2:35 Asynchronous instruction (Recorded/Posted for later access)
2:40 - 3:25	8	2:40 - 2:55 Synchronous instruction 2:55 - 3:25 Asynchronous instruction (Recorded/Posted for later access)
3:25 - 4:10	Teacher Office Hours	



### Tuesday-Friday

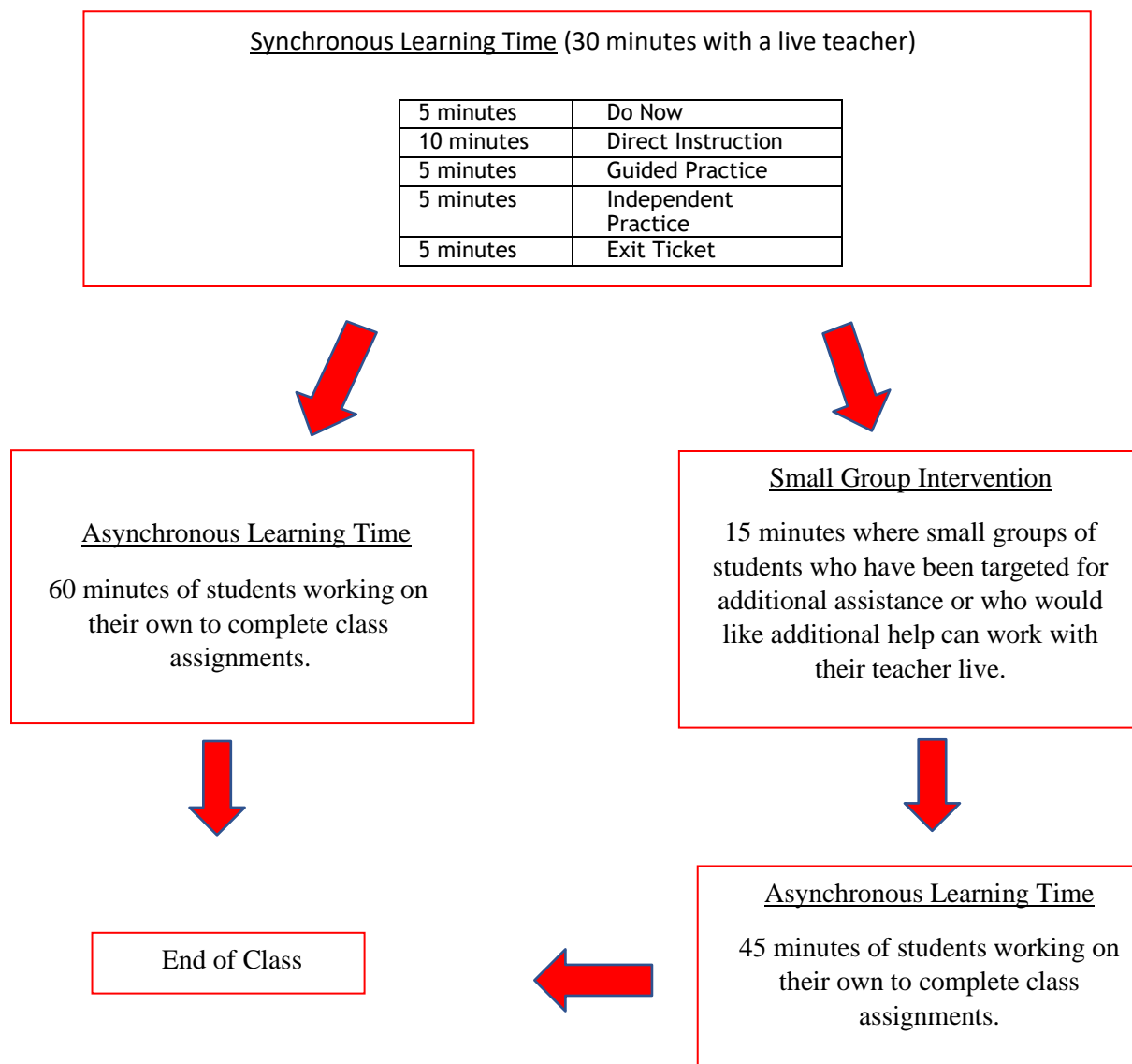
Tuesday/Thursday (A-Day 1, 3, 5, 7) & Wednesday/Friday (B-Day 2, 4, 6, 8) Block Schedule		
Time	Period	Schedule
8:30 - 10:00	1/2	8:30 - 9:00 Synchronous Instruction/Small Group/Individual Support* 9:00 - 9:15 Small Group Intervention ** 9:00 - 10:00 Asynchronous Instruction (Recorded/Posted for later access)
10:05 - 11:35 (ADA Attendance at 10:25)	3/4	10:05 - 10:35 Synchronous Instruction/Small Group/Individual Support* 10:35 - 10:50 Small Group Intervention ** 10:35 - 11:35 Asynchronous Instruction (Recorded/Posted for later access)
11:40 - 12:10	Lunch	
12:15 - 1:45	5/6	12:15 - 12:45 Synchronous Instruction/Small Group/Individual Support* 12:45 - 1:00 Small Group Intervention ** 12:45 - 1:45 Asynchronous Instruction (Recorded/Posted for later access)
1:50 - 2:35	Office Hours	
1:50 - 2:35 (student asynchronous learning time)	Advocacy	Tues/Wed: Content Interventions Thurs: Campus-wide Literacy Fri: Social-Emotional Learning Supports & Activities
2:40 - 4:10	7/8	2:40 - 3:10 Synchronous Instruction/Small Group/Individual Support* 3:10 - 3:25 Small Group Intervention ** 3:10 - 4:10 Asynchronous Instruction (Recorded/Posted for later access)

\*All students are expected to attend Synchronous Instruction, which is daily live interaction with the teacher.

\*\*Small Group Intervention (SGI) takes place for at least 15 minutes immediately after synchronous learning time. Students will need to attend SGI depending if a teacher requests, if they receive communication from the school to attend, or if they are not performing satisfactorily in their classes. Depending on student need, the focus of intervention should be on a component of a lesson, on more intensive guided practice, or on reinforcing a new or previously taught skill which can include extended practice and application. The instructional pace should be slowed and deliberate, focusing on specific review and practice activities. Teacher modeling, immediate feedback, and error correction are all features of SGI. Demonstrating mastery of a reading skill or content skill is the goal in Small Group Intervention.



Block Schedule Remote Learning Class Time Graphic (90 minute sample)



Note: With the asynchronous learning model, students may remotely work on their assignments outside of regular school hours just like they would when doing homework in a face-to-face learning environment.



### Advocacy Intervention Assignments

9 <sup>th</sup> Grade – Math	10 <sup>th</sup> Grade – English	11 <sup>th</sup> Grade- U. S. History	12 <sup>th</sup> Grade – Post Secondary	Advanced Placement
Chowdhury <b>(meets)</b>	Warr	Rovegno	Vielma	Nino - Physics
Vo <b>(meets)</b>	Mascarenhas	Smith* - Cafeteria	Burriss* - Room 1314	Seewald – AP Lit
Xie <b>(approach)</b>	Sanchez	Blasingame	Clay	Martin-Stat
Duffy <b>(masters-5 and meets)</b>	Morris	Solsma	Gatica	Ross-Mus. Thy
Ramirez <b>(meets)</b>	Choudhury	Eurey	Randolph	Sutton-Env. Sci
Dike <b>(approach)</b>	Montgomery	Burns	Grimm	James-Psyh/US Hist
Trinh <b>(meets)</b>	Gerstacker	St. Mary		
Awa-Gabriel <b>(approach)</b>	Vail	Brown		
Lowenstein <b>(masters)</b>	Ritter	Campora		
Bain <b>(not on original data list)</b>	Tomkins	Shelton		
Tanner <b>(no data, SPED)</b>	Benitez*-Room 3114	Turner		
Lowe <b>(not on original data list)</b>	Barbin	Torres		<b>Special Education Case Load Cohorts</b>
Robinson-Johnson <b>(masters)</b>	White	Curry		Burris
Salgado <b>(approach)</b>	Luther			Allen
Odunuga <b>(meets)</b>	Jump* - Room - 2204			Smith
Castillo <b>(Low)</b>				Vela
Sandoval <b>(meets)</b>				Kirt
Derrick <b>(not on original data list)</b>				Pena

English 1 EOC Retesters	English 2 EOC Retesters	Biology EOC Retesters	US History EOC Retesters	ESL Beg/Int
Velarde-12th	Barbin-12th	Lyons	Torres	Duffy





## IMPORTANT DATES

DATE	EVENT
August 24 <sup>TH</sup> - September 4 <sup>th</sup>	Enrollment
August 24 <sup>TH</sup>	Teachers return virtually
September 1 <sup>st</sup>	Laptop deployment for incoming 9 <sup>th</sup> graders
September 4 <sup>TH</sup>	Ram Camp 9am-2pm
September 4 <sup>th</sup>	Meet the Teacher 2pm-4pm
September 8 <sup>th</sup>	First day of class – remote learning
September 22 <sup>nd</sup>	Virtual Open House
October 14 <sup>th</sup>	PSAT and SAT
October 19 <sup>th</sup>	Students Return to Campus (subject to change)

Visit the Waltrip High School website at

<https://www.houstonisd.org/waltrip>

for continuous updates

## COMMUNICATIONS PLATFORMS

**Virtual Coffee with the Principal**



Every 3<sup>rd</sup> Wednesday of the month at 9 am and 6 pm

On Microsoft Teams

**SCHOOL WEBSITE**

<https://www.houstonisd.org/waltrip>

**TWITTER**

@ Waltrip Ram

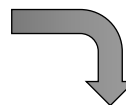
**FACEBOOK**

facebook.com/waltrip-high-announcements



**School Call Outs!**

**Principal's Remind App**



Pick a way to receive messages for Waltrip High School Community:

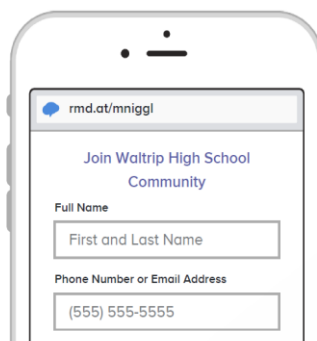
A

If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/mniggl](http://rmd.at/mniggl)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B

If you don't have a smartphone, get text notifications.

Text the message @mniggl to the number 81010.

If you're having trouble with 81010, try texting @mniggl to (828) 558-0108.

\* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/mniggl](http://rmd.at/mniggl) on a desktop computer to sign up for email notifications.

## PARENT SUPPORT AND TIPS



Waltrip High School **WRAPAROUND SPECIALIST**  
*Rosemary Cabral* can help connect your family with  
 community resources to address many student  
 challenges and needs.

Contact Ms. Cabral at [Rose.Cabral@houstonisd.org](mailto:Rose.Cabral@houstonisd.org)

## HISD Family and Community Engagement

EMPOWERING FAMILIES. ADVANCING LEARNING.

Waltrip High School **PARENT ENGAGEMENT  
 REPRESENTATIVE** Doris Aguilar can assist you with  
 the HISD Connect Portal, parent computer trainings,  
 food distribution sites, teacher contacts, and important  
 resources to support your family.

Contact Ms. Aguilar at [Doris.Aguilar@houstonisd.org](mailto:Doris.Aguilar@houstonisd.org)

**HISD CONNECT PARENT PORTAL** is an online service that allows registered users (i.e., parents and students) to log in to access a variety of student information, see class assignments and school calendars, and even communicate electronically with teachers.

**Use:** Users can also choose to have an e-mail or text message sent if a child's grades drop below a selected average or is absent or tardy to class.

Information that PSC provides access to includes:

- Period and Daily Attendance
- Class Schedules and Assignments
- Progress Reports and Report Cards
- Parent and Student Resources

**Where to get support:** HISD Technology Service Desk

**Phone:** 713-892-7378

**Email:** [servicedesk@houstonisd.org](mailto:servicedesk@houstonisd.org)



### SIX PARENT TIPS TO SUPPORT VIRTUAL LEARNING

1. Parents should assist students with creating daily schedule and regular routine to support students taking ownership of their learning and structuring their virtual school day. Refer to the academic *Daily Schedules* on pages 21 and 22 for guidance.
2. Provide an appropriate learning space for your student when possible. Select a designated area for learning that will limit distractions and allow your student to focus on school learning activities and assignments.
3. Staying in the loop of communication is another essential component to providing support for your student's virtual learning experience. You can do this by consistently monitoring campus and district communication for continuous updates via call-outs and websites. Also, communicate any instructional needs to your student's campus, such as a lack of device or internet connection, and maintain communication with teachers as needed.
4. Checking in with your student will support them in processing instructions and communications from their teachers. Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.
5. Virtual learning at home can have an impact on a student's physical activity. Encourage your student to engage in physical activity and exercise. Also, allow time for them to get up and move around during their virtual school day.
6. Knowing what tools and resources your student has access to will allow you to better support your student's virtual learning experience. Become familiar with the programs HISD has provided for your student.