



# **BOB LANIER MIDDLE SCHOOL**

## *INSTRUCTIONAL CONTINUITY PLAN*

### *PARENTS AND STUDENTS*

**2020 - 2021**



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## INTRODUCTION

The Lanier Middle School Instructional Continuity Plan for parents provides guidance and support for an additional period of campus closure. This plan clarifies the roles of administrators, teachers, students, and families relative to the implementation of remote instruction, as well as content delivery. The plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week. In addition, information is provided on available resources for students and teachers during remote instruction.

The Campus Instructional Continuity Plan includes operational and instructional systems to keep the campus moving during interrupted face-to-face schooling. Our main goals are to keep both the academic and social and emotional needs of our students at the forefront. Lanier Middle School will be implementing both a synchronous and asynchronous instructional model during our virtual program and when face-to-face instruction resumes. During the first 30 minutes of each 90-minute period, Lanier teachers will provide live, whole-group, TEKS-based direct MYP instruction (synchronous learning). The final 60 minutes of each 90-minute period will be reserved for small group instruction, one-on-one support, project-based learning, self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, and Chromebooks.

Microsoft Teams, the district's digital platform, provides for virtual communication and collaboration, secure communication between teachers and students, and collaboration between staff members. The HUB will be used as the district's learning management platform. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to log in to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders.

The Campus Instructional Continuity Plan also provides information about daily attendance procedures so that students and parents will know precisely what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure students are clear on what is expected from them. Teachers will provide formative feedback on student performance and monitor students' progress toward mastery in skills and content.

As an International Baccalaureate (IB) Middle Years Program (MYP) our Campus Instructional Continuity Plan will also focus on the authentic implementation of the MYP programme model. This includes but is not limited to; providing an internationally-minded concept-based curriculum, delivering inquiry-driven learning experiences, creating student-centered authentic summative assessments and nurturing development of the IB Learner Profile in all students. In the formation of our plan, all Lanier Middle School stakeholders dedicate themselves to fulfilling the foundational tenets articulated in the following mission statements:

## THE MISSION OF THE INTERNATIONAL BACCALAUREATE

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

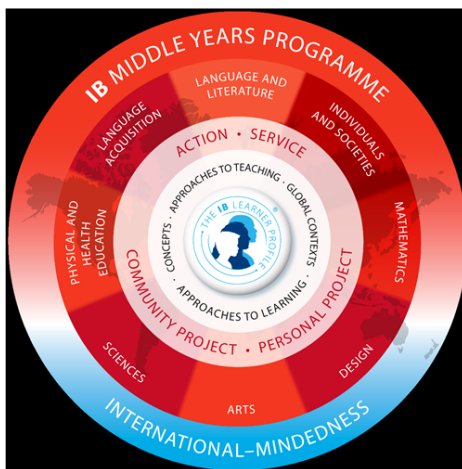
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## THE MISSION OF LANIER MIDDLE SCHOOL

At Lanier Middle School, we provide a relevant rigorous academic curriculum in order to encourage students to become self-directed lifelong learners who are innovative problem solvers, effective communicators, open-minded thinkers, and caring participants in their local and global communities.

The model below summarizes the key components of the IB MYP Framework:



## LANIER MIDDLE SCHOOL INSTRUCTIONAL CONTINUITY LEADERSHIP TEAM

Non-teaching positions exist for one purpose: to support students and those in teaching positions. The table below provides information on the roles of various support personnel and their email addresses.

| LANIER MIDDLE SCHOOL          |   |                       |  |
|-------------------------------|---|-----------------------|--|
| COMMUNICATION PLAN            |   |                       |  |
| Principal                     |   | Dave Wheat            | <a href="mailto:dwheat@houstonisd.org">dwheat@houstonisd.org</a>                   |
| Grade Level Administrators    |   |                       |  |
| Assistant Principal           | 8 | Cary Cooper           | <a href="mailto:CCOOPER2@houstonisd.org">CCOOPER2@houstonisd.org</a>               |
| Assistant Principal           | 8 | Marcus Williams       | <a href="mailto:MWILLI43@houstonisd.org">MWILLI43@houstonisd.org</a>               |
| Assistant Principal           | 7 | Mindy Zapata          | <a href="mailto:Mindy.Zapata@houstonisd.org">Mindy.Zapata@houstonisd.org</a>       |
| IB Coordinator                | 7 | Katie Rhymes          | <a href="mailto:Kathleen.Rhymes@houstonisd.org">Kathleen.Rhymes@houstonisd.org</a> |
| Magnet Coordinator            | 7 | Jennifer Garza Pender | <a href="mailto:JGARZA8@houstonisd.org">JGARZA8@houstonisd.org</a>                 |
| Assistant Principal           | 6 | Michelle Cummings     | <a href="mailto:MCUMMING@houstonisd.org">MCUMMING@houstonisd.org</a>               |
| Assistant Principal           | 6 | Jose Cordova          | <a href="mailto:JCORDOV5@houstonisd.org">JCORDOV5@houstonisd.org</a>               |
| SOCIAL AND EMOTIONAL LEARNING |   |                       |  |
| Social Worker                 |   | Dan Maluski           | <a href="mailto:Daniel.Maluski@houstonisd.org">Daniel.Maluski@houstonisd.org</a>   |
| INTERVENTION                  |   |                       |  |
| 504/IAT Coordinator           |   | Dr. Sjerrie Colburn   | <a href="mailto:SCOLBURN@houstonisd.org">SCOLBURN@houstonisd.org</a>               |
| TECHNOLOGY                    |   |                       |  |
| Technology Specialist         |   | Froilan Natividad     | <a href="mailto:FNATIVID@houstonisd.org">FNATIVID@houstonisd.org</a>               |
| Health and Medical Services   |   |                       |  |
| Nurse                         |   | Tina Hechler          | <a href="mailto:Tina.Hechler@houstonisd.org">Tina.Hechler@houstonisd.org</a>       |

## STAFF DIRECTORY

Lanier's faculty and staff will respond to emails within 48 work hours of receipt. If for some reason a parent does not receive an email back from a faculty or staff member, they are encouraged to email the teacher again and copy the department administrator. Please see the following pages for a listing of Lanier's faculty and staff and their email addresses.

Lanier Middle School  
Faculty and Staff Roster  
2020-2021



6L

| Room | Subject | Teacher |
|------|---------|---------|
| 140  | Math    | NGUYEN  |
| 128  | English | LOVEJOY |
| 122  | WC      | WHITE   |
| 148  | Science | SIMPSON |

6M

| Room | Subject | Teacher |
|------|---------|---------|
| 142  | Math    | BACANI  |
| 126  | English | KELSO   |
| 121  | WC      | REGEV   |
| 104  | Science | HECK    |

6S

| Room | Subject | Teacher    |
|------|---------|------------|
| 144  | Math    | GRAHAM     |
| 124  | English | CHAMBERS   |
| 120  | WC      | ARLINGHAUS |
| 116  | Science | HOPPER     |

7L

| Room | Subject  | Teacher |
|------|----------|---------|
| 246  | Math     | JIVAN   |
| 224  | Literacy | ASKEW   |
| 226  | History  | NEWTON  |
| 313  | Science  | SANCHEZ |

7M

| Room | Subject  | Teacher  |
|------|----------|----------|
| 239  | Math     | LE       |
| 228  | Literacy | CAMPBELL |
| 244  | History  | BLOSSOM  |
| 216  | Science  | GIBSON   |

7S

| Room | Subject  | Teacher |
|------|----------|---------|
| 242  | Math     | SALDANA |
| 240  | Literacy | PINA    |
| 248  | History  | SHEEMAR |
| 219  | Science  | KUNDOOR |

8L

| Room | Subject  | Teacher |
|------|----------|---------|
| 334  | Math     | LEE, S. |
| 336  | Literacy | GARRETT |
| 202  | History  | FLORES  |
| 114  | Science  | SCOTT   |

8M

| Room | Subject  | Teacher |
|------|----------|---------|
| 241  | Math     | HARPER  |
| 308  | Literacy | JOHNSON |
| 318  | History  | CLASON  |
| 141  | Science  | DEMOTT  |

8S

| Room | Subject  | Teacher     |
|------|----------|-------------|
| 314  | Math     | LUECK       |
| 218  | Literacy | KILBOURN    |
| 324  | History  | DUESTERBECK |
| 102  | Science  | BANO        |

Language Acquisition

| Room | Subject         | Teacher |
|------|-----------------|---------|
| 330  | Chinese 6, 7, 8 | LUN     |
| 328  | French 6, 7, 8  | DYER    |
| 220  | SPANISH 7       | GOMEZ   |
| 221  | SPANISH 6, 7    | PORRAS  |
| 138  | Spanish 6       | GILMER  |
| 332  | Spanish 7, 8    | CANTU   |
| 322  | Spanish 7, 8    | PINERA  |

Art

| Room  | Subject      | Teacher      |
|-------|--------------|--------------|
| 320   | Art 6        | DICKEY       |
| 236   | Art 7        | KIRBY        |
| 119   | Art 8        | CANTU-ARROYO |
| 326   | Choir        | SHARP        |
| Audi  | Orchestra    | COLE         |
| Band  | Band, Guitar | HERNANDEZ    |
| Band  | Band (Asst.) | JACOBS       |
| Drama | Theatre      | FOSTER       |

Design

| Room  | Subject        | Teacher     |
|-------|----------------|-------------|
| 311   | Debate 6, 7, 8 | HILL        |
| 310   | Leadership     | MARSHALL    |
| 222   | MUN 6, 7, 8    | DIMITRUEVIC |
| C-LAB | Tech 6, 7      | NGUYEN      |
| 234   | Tech 6, 7      | HENDERSON   |
| 232   | Tech 8         | MANN        |
| 306   | Robotics       | SILBER      |
| 238   | Photo/Tech 6   | KEESE       |

Physical Education

| Room    | Subject    | Teacher |
|---------|------------|---------|
| Gym     | PE 6       | MUSQUIZ |
| Gym     | PE 6, 7, 8 | HOBSON  |
| Gym     | PE 6, 7    | WILLIS  |
| Gym     | PE 6, 7, 8 | CABELL  |
| Dance   | Dance      | JOSEPH  |
| Dance   | Dance      | WOLFE   |
| T-Bldg. | Kickstart  | TAYLOR  |

### Intervention

| Room | Subject         | Teacher                 |
|------|-----------------|-------------------------|
| 118  | Math 6, 7, 8    | <a href="#">HALL</a>    |
| 316  | Reading 6, 7, 8 | <a href="#">OLIVIER</a> |

### Special Education

| Room | Subject        | Teacher                  |
|------|----------------|--------------------------|
| 136  | SLC/TREK       | <a href="#">SENU-OKE</a> |
| 136  | Inclusion      | <a href="#">HOOPER</a>   |
| 136  | Inclusion      | <a href="#">DELPERO</a>  |
| 146  | SLL            | <a href="#">BAIRD</a>    |
| 146  | SLL (TA)       | <a href="#">BARKER</a>   |
|      | AU (TA)        | <a href="#">JOHNSON</a>  |
|      | 1-ON-1 (TA)    | <a href="#">STEINER</a>  |
|      | Inclusion (TA) | <a href="#">HOUSE</a>    |

### ROSTER KEY

|                   |
|-------------------|
| CLUSTER LEADERS   |
| DEPARTMENT CHAIRS |
| NEW TO LANIER     |

### Administration

| Room     | Name                     | Role            |
|----------|--------------------------|-----------------|
| Office B | <a href="#">WHEAT</a>    | Principal       |
| Office A | <a href="#">CORDOVA</a>  | AP - 6          |
| Office A | <a href="#">CUMMINGS</a> | AP - 6          |
| Office C | <a href="#">GARZA</a>    | Admin - 7; Mag. |
| Office B | <a href="#">RHYMES</a>   | Admin - 7; IB   |
| Office A | <a href="#">ZAPATA</a>   | AP - 7          |
| Office A | <a href="#">COOPER</a>   | AP - 8          |
| Office A | <a href="#">WILLIAMS</a> | AP - 8          |
| 243      | <a href="#">COLBURN</a>  | Teacher Spec.   |

### Certified Support

| Room     | Name                      | Role          |
|----------|---------------------------|---------------|
| Office C | <a href="#">MALUSKI</a>   | Social Worker |
| Clinic   | <a href="#">HECHLER</a>   | Nurse         |
| Library  | <a href="#">NATIVIDAD</a> | CNS           |
| Office B | <a href="#">NORMAN</a>    | Budget Mngr.  |

### Administrative Assistants

| Room     | Name                     | Role            |
|----------|--------------------------|-----------------|
| Attend   | <a href="#">BOBB</a>     | SIMS            |
| Library  | <a href="#">CARDENAS</a> | Media Center    |
| Foyer    | <a href="#">CARTER</a>   | Receptionist    |
| Attend   | <a href="#">DEMEASE</a>  | Mag. Secretary  |
| Attend   | <a href="#">ESPINOSA</a> | Admin. Asst.    |
| Office A | <a href="#">LEE</a>      | Attendance      |
| Office A | <a href="#">NGUYEN</a>   | Admin. Asst.    |
| Office B | <a href="#">SALDANA</a>  | Prin. Secretary |
| 118A     | <a href="#">MCCLUNG</a>  | Campus Officer  |

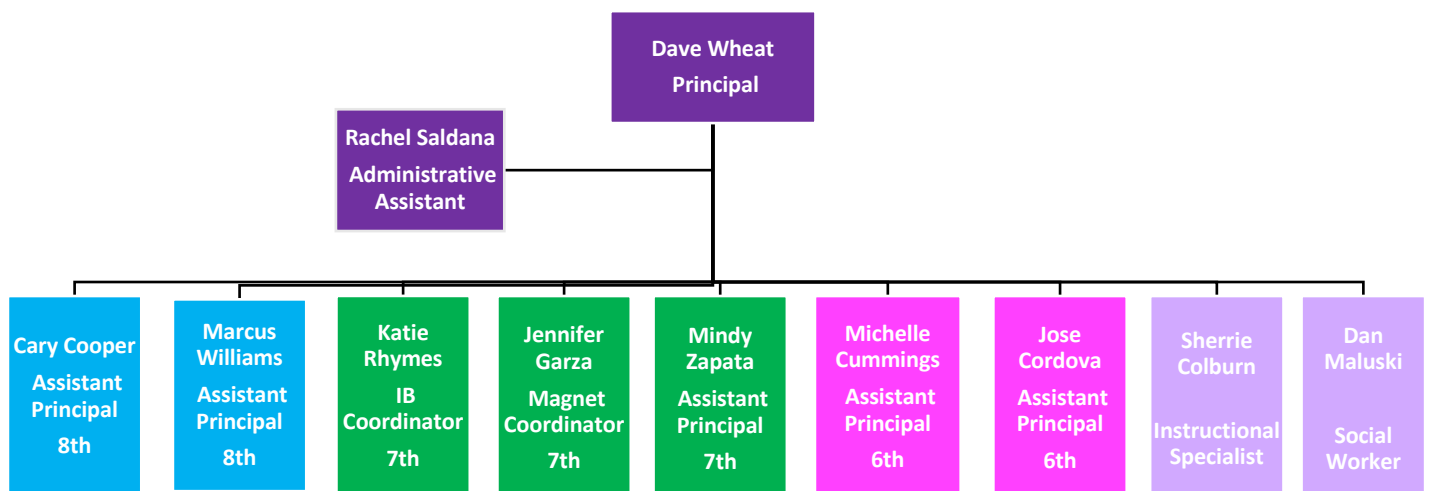
## Composition and Membership of the SDMC

|   |   |   |   |
|---|---|---|---|
| Number of Classroom Teachers  | 8 | Number of Parents (at least 2)              | 2 |
| Number of School-based Staff<br>(Half the number of classroom teachers) | 4 | Number of Community Members<br>(at least 2) | 1 |
| Number of Non-Instructional Staff                                       | 1 | Number of Business Members                  | 1 |

| Name of SDMC Member | Role and Effective Date                    |
|---------------------|--|
| Dave D. Wheat       | Principal 9/26/2019                        |
| Maria Delpero       | Special Education Teacher 8/24/2020        |
| <b>Vacancy</b>      | <b>Classroom Teacher 8/24/2020</b>         |
| Angela Foster       | Classroom Teacher 9/26/2019                |
| Niv Regev           | Classroom Teacher 9/26/2019                |
| Laura Gomez         | Classroom Teacher 9/26/2019                |
| Esther Harper       | Classroom Teacher 9/26/2019                |
| Fabian Saldana      | Classroom Teacher 9/26/2019                |
| <b>Vacancy</b>      | <b>Classroom Teacher 8/24/2020</b>         |
| <b>Vacancy</b>      | <b>School-based Professional 8/24/2020</b> |
| Tina Hechler        | School-based Professional 9/26/2019        |
| Jennifer Garza      | School-based Professional 9/26/2019        |
| Dan Maluski         | School-based Professional 9/26/2019        |
| Shelley Bobb        | Non-instructional Staff 9/26/2019          |
| Wendy Cloonan       | PTO President-Elect 8/24/2020              |
| Jessy Morgenroth    | PTO President/Parent 9/26/2019             |
| Michael Hawash      | Community Member 9/26/2019                 |
| Ryan Bueche         | Business Partner 9/26/2019                 |

## ORGANIZATIONAL CHART AND ROLES & RESPONSIBILITIES

### LEADERSHIP TEAM



## PRINCIPAL RESPONSIBILITIES

- Establish clear expectations for campus procedures for online learning aligned with the HISD Instructional Continuity Plan
- Communicate with the central office on a weekly basis to ensure alignment of resources
- Hold weekly meetings with staff and the leadership team
- Communicate on a weekly basis with the community via website, email, and social media
- Observe virtual classes for at least 15 minutes on a weekly basis and check-in with staff
- Monitor attendance, grades, and interventions
- Complete required online professional development
- Establish a virtual learning schedule for remote instruction
- Support authentic implementation of the Middle Years Programme Model
- Address student online discipline according to the district's student code of conduct

## LEADERSHIP TEAM RESPONSIBILITIES

- Use the school communication template and include the following information:
  - List of points of contact for parents, students, and staff members
  - School schedule that covers school hours, faculty meetings, and community meetings
- Observe virtual classes for at least 15 minutes on a weekly basis and check-in with appraisees once a week
- Check email daily and respond within 48 hours
- Attend and help facilitate professional learning communities (PLCs)
- Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state and federal guidelines
- Support authentic implementation of the Middle Years Programme Model
- Complete required online professional development
- Administer assessments as guided by the district Student Assessments department

## SOCIAL WORKER

- Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis
- Establish a schedule for wellness checks for teachers and students
- Complete required virtual professional development

## LEADERSHIP & COUNSELOR SPECIFIC JOB RESPONSIBILITIES

|  |  |
|--|--|
| <b>Dave Wheat - Principal</b>  | <b>Cary Cooper - Assistant Principal (8<sup>th</sup> Grade)</b>  |
| Safety and Security<br>Campus Budget<br>SDMC<br>Staffing<br>TADS Coordinator: Campus<br>SLAS Leadership Appraisal<br>NTAS Appraiser: 11-month & 12-month employees<br>Professional Development<br>Academic Service Memos<br>Other Principal Duties   | 8th Grade (A – L) – Schedules, Discipline & ARDs<br>Science Department Administrator & TADS Appraiser<br>Textbooks<br>Attendance<br>Duty Schedules<br>Parking<br>Compliance<br>Backup Time Approver<br>Professional Development<br>Other Duties as Assigned  |
| <b>Marcus Williams - Assistant Principal (8<sup>th</sup> Grade)</b>  | <b>Jennifer Garza Pender – Magnet Coordinator (7<sup>th</sup> Grade)</b>   |
| 8th Grade (M – Z) – Schedules, Discipline & ARDs<br>Math Department Administrator & TADS Appraiser<br>Safety and Security<br>Great 8 Events<br>Professional Development<br>Other Duties as Assigned  | 7th Grade (A – E) – Schedules, Discipline & ARDs<br>Safety and Security<br>Vanguard Magnet Program<br>Performing Arts Department Administrator & TADS Appraiser<br>Clerk Administrator/NTAS<br>Transportation<br>Facilities<br>Custodial Administrator<br>Campus Tours<br>Professional Development<br>Gifted Education Plans<br>Other Duties as Assigned |
| <b>Katie Rhymes – IB Coordinator (7<sup>th</sup> Grade)</b>  | <b>Mindy Zapata – Assistant Principal (7<sup>th</sup> Grade)</b>   |
| 7th Grade (F – L) – Schedules, Discipline & ARDs<br>IB MYP Curriculum & Programme Implementation<br>Design Department Administrator & TADS Appraiser<br>8th Grade IB Community Project<br>Athletics Liaison<br>Web Master<br>Campus Event Scheduling<br>Community Fundraising Liaison<br>MS Teams Event Production<br>Professional Development<br>Other Duties as Assigned | 7th Grade (M – Z) – Schedules, Discipline & ARDs<br>LOTE Department Administrator & TADS Appraiser<br>Visual Arts Department Administrator & TADS Appraiser<br>LPAC Administrator<br>AP Testing Coordinator<br>Food Services Liaison<br>Professional Development<br>Other Duties as Assigned   |
| <b>Jose Cordova – Assistant Principal (6<sup>th</sup> Grade)</b>   | <b>Michelle Cummings – Assistant Principal (6<sup>th</sup> Grade)</b>  |
| 6 <sup>th</sup> Grade (A – L) – Schedules, Discipline & ARDs<br>History Department Administrator & TADS Appraiser<br>Co-Campus Testing Coordinator<br>Formative Assessment Coordinator/OnTrack<br>Summer School<br>Twitter Master<br>Professional Development<br>Other Duties as Assigned  | 6 <sup>th</sup> Grade (M – Z) – Schedules, Discipline & ARDs<br>Literacy Department Administrator & TADS Appraiser<br>Special Education Department Administrator & TADS Appraiser<br>Master Schedule<br>PowerSchool Change Agent<br>NTAS Appraiser: Teacher Assistant<br>Professional Development<br>Other Duties as Assigned                            |

|   |  |
|---|--|
| <b>Dan Maluski – Social Worker</b>  | <b>Sjerrie Colburn – IAT/504 Coordinator</b>   |
| Student Emotional Support<br>Intervention Assistance Team Member<br>Social Emotional Learning<br>Guidance Support Group<br>PTO/Parent Liaison<br>Personal Graduation Plans<br>Lockers<br>Professional Development<br>Other Duties as Assigned | Intervention Assistance Team Member<br>504 Meetings<br>Liaison for Dyslexia Specialist<br>PE/Dance Department Administrator & TADS<br>Appraiser<br>Co-Campus Testing Coordinator<br>Professional Development<br>Other Duties as Assigned |
| <b>Tina Hechler – Campus Nurse</b>  | <b>Froilan Natividad – Technology Specialist</b>   |
| Health and Wellness of all Students and Staff<br>Health Liaison with HISD & H&MS<br>Chair/Leader of Wellness Team<br>Campus Medical Assistance<br>Medication Distribution<br>Health 504/SPED Team Member<br>Registration<br>Immunizations     | Technology Inventory<br>Technology Support for Staff<br>Technology Support for Students/Parents<br>Checkout and Distribution of Technology Carts<br>Marquee Content<br>Other Duties as Assigned  |

## TEACHERS

- Implement the campus instructional support schedule ensuring teacher interactions are predictable so that students know how and when to interact
- Construct and provide students with a course syllabus to convey MYP goals, TEKS-based objectives, and class expectations
- Facilitate authentic implementation of the Middle Years Programme Model
- Schedule teacher availability for students, in advance, that is predictable and clearly defined for student progress
- Provide students with clear means to engage with daily instructional resources and activities
- Develop and provide engaging lesson plans at least once a week in advance
- Ensure the level of engagement during virtual instruction is equivalent to the level of engagement during face-to-face instruction
- Provide student feedback weekly including next steps or necessary remediation to improve student performance
- Post instructional resources and materials on the HUB weekly
- Ensure students can access instructional resources and materials when needed
- Check email daily and respond within 48 hours
- Update grades & provide student feedback weekly

- Meet weekly for professional learning communities (PLCs) with colleagues
- Complete required virtual and program specific professional development
- Follow student IEPs regardless the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE)
- Communicate with the Office of Special Populations regarding services provided to students' progress, growth and concerns regarding services provided
- Highly recommended that lessons are recorded when delivered to students

#### TECH SUPPORT TEAM

- Coordinate distribution of devices through a standard process
- Provide technology support to teachers and students remotely or by appointment
- Provides clear direction to access support
- Provide guides and how-to documents on common processes
- Technology support for College level programs will be provided by the corresponding entity
- Collaborate with the Academic Instructional Technology team to support remote instruction

#### SPECIAL EDUCATION TEAM

- Communicate with the school leadership, teachers and parents regarding services provided to students
- Follow regularly established IEPs
- Facilitate virtual ARD meetings
- Complete required virtual professional development

#### NURSE

- Duties and responsibilities will be delegated by the office of Health and Medical Services
- Chair and train the Wellness Team
- Conduct student/staff/visitor entry screening
- Monitor Covid-19 guidelines & updates from CDC, TEA, and Houston Health Department
- Report suspected & positive Covid-19 cases to H&MS
- Notify students/parents & staff of positive Covid-19 exposure
- Monitor quarantined students/staff by notifying dates of return, dependent on negative Covid-19 test results
- In addition to regular duties: Student illness registration, immunizations, screenings, ARDS, etc.

#### STUDENTS

- Check the HUB and Microsoft Teams for information on classes, assignment, and resources
- Complete and submit assignments on time

- Create a learning space at home to do schoolwork
- Participate in online activities and assignments provided by your teachers
- Students enrolled in college level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) need to follow specific program coursework, policies and requirements
- Know how to navigate access and navigate online resources
- Complete independent reading goals

## PARENTS

- Establish and support a routine will help students be more successful in their learning
- Provide an appropriate learning space for the students when possible
- Communicate any instructional needs to the campus such as a lack of device or internet connection as defined in the campus communication plan
- Consistently monitor campus and district communication for continuous updates via callouts, emails and school/district websites.
- Maintain communication with teachers as needed
- 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.
- Ask questions that might help spark a conversation include:
  - Were you able to complete all the assigned activities?
  - What did you learn/practice/read today?
  - What was easy or challenging for you?
  - Do you have any questions for your teacher?
- Monitor student time on task and encourage physical activity and/or exercise.
- Parents of students in College Level programs (Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment) should ensure their students follow specific program coursework, policies, procedures, and requirements

## TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING

During the remote operation of schools, teachers and students will use district adopted platforms to communicate and provide instruction. Microsoft Teams will be used to provide instructional support and host live class meetings with students. The district's adopted learning management system (LMS), the

HUB (itsLearning), 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.

Teachers and students can use Microsoft Office 365 Suite and Google for Education Suite (G-Suite) to access a variety of productivity tools to enhance communication and support the creation of instructional content, resources and other essential elements for the learning process. Parents can access student information and communicate with teachers via HISD Connect.

## OFFICE 365

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

**Use:** Office 365 applications can be used for accessing email through Outlook and using the online versions of Microsoft products (Word, Excel, PowerPoint, OneNote & OneDrive). You can also access Microsoft Teams online for online meetings and classes.

### **Where to get support:**

- Academic Instructional Technology Training
- Microsoft Training for Office 365
- Office 365 Tips for Students YouTube Playlist

## MICROSOFT TEAMS

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

**Use:** Microsoft Teams will be used as the District's platform for student communication. By Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and other communicative needs of students.

### **Where to get support:**

- Academic Instructional Technology Training
- Lanier's Instructional Technology Customer Service Rep
- Microsoft Teams Support
- Microsoft Training for Office 365

## THE HUB (ITSLEARNING)

The HUB, also known as itsLearning, is the district's learning management system. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. Teachers can use the platform to create and grade assignments and share resources with colleagues and students.

**Use:** The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device and demonstrates mastery of a subject. Students can submit their assignments and projects, collaborate, and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

### **Where to get support:**

- Academic Instructional Technology Training
- Lanier's Instructional Technology Customer Service Rep
- itsLearning Support

## GSUITE

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

**Use:** G-Suite can be used to collaborate, create, and edit files in real-time. It provides students with collaborative workspaces and access to an online storage system that can be shared and accessed across multiple devices.

### **Where to get support:**

- Google for Education Teacher Center
- Applied Digital Skills for Students
- Campus Techvengers

## DIGITAL RESOURCES PAGE

HISD provides a variety of educational resources for students to access. The collection of resources is district approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools.

**Use:** Students and teachers can gain access to the education material needed for their specific class. Students can also access assessment tools such as Ontrack and Renaissance as well as check out books from MackinVia and MyOn.

**Where to get support:**

HISD Technology Service Desk

**Phone:** 713-892-7378

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

## HISD CONNECT PARENT PORTAL

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
- 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)

Teachers will have the opportunity to sign up for professional development courses that walk them through how to use the various technology systems both during pre-service and throughout the course of the school year. Lanier will also provide on-going professional development and support through weekly sessions held after school.

## CONTENT DELIVERY

**Synchronous learning** refers to a learning event in which a group of students are engaging in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods. Since synchronous tools that can be used

for education have become available, many people are turning to them as a way to help decrease the challenges associated with transactional distance that occurs in online education. Several case studies that found that students are able to develop a sense of community over online synchronous communication platforms.

While many online educational programs started out as and with the advent of web conferencing tools, people can learn at the same time in different places as well. For example, use of instant messaging or live chat, webinars and video conferencing allow for students and teachers to collaborate and learn in real time.

**Asynchronous learning** is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people. In many instances, well-constructed asynchronous learning is based on constructivist theory, a student-centered approach that emphasizes the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus education, distance education, and continuing education.

### LANIER'S INSTRUCTIONAL DELIVERY MODEL

During the time that schools are closed, the District will make every effort to ensure that student education continues uninterrupted. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and Lanier's IB MYP instruction will be implemented with a modified asynchronous instructional model. Although the asynchronous model is the preeminent form of instruction to be delivered to students, short time increments of synchronous instruction will happen regularly as a part of the asynchronous plan. At Lanier, the first 20-30 minutes of each period is designated for synchronous instruction. The remainder of the period will be for asynchronous learning, including small-group instruction and targeted intervention. It is Lanier's expectation that teachers schedule small group instruction during each class period at least twice per week. Lanier students will also be encouraged to complete Imagine Math and Imagine Literacy lessons as part of their weekly instruction.

### DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT

Teachers will deliver synchronous and asynchronous instruction via the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction. Instructional materials will be designed and adapted for asynchronous instruction through various modalities available through district platforms.

To ensure instructional materials and content are coherent and logically sequenced to reinforce continuity of learning remotely, TEKS aligned HUB courses will be organized in a logical format using the built-in Plans tool to allow students ease of navigation to support self-guidance of course materials. In addition, instructional materials will consistently reinforce concepts to ensure retention of knowledge for an asynchronous learning experience. Therefore, instructional materials and assignments will be broken up into weekly plans containing daily student expectations.

Each weekly instructional plan should contain:

- **Overview Page:** The overview page will describe objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.
- **Clear and Explicit Directions:** Directions will be clear and explicit to support the asynchronous learning experience in which deadlines and rubric will be used for each task and/or assignment.
- **Assignments:** During remote learning students must complete and submit two assignments per week.
  - Provide additional opportunities to demonstrate mastery by revising or reassessing work.
- **Multiple Learning Paths:** Lessons and units that contain multiple learning paths to support the reinforcement of concepts to improve retention of knowledge that is based on student needs
- **Teacher and Student Interactions:** Opportunities for appropriate teacher-student and student-student interactions, that includes student feedback and reflection
- **Resources:** Instructions on how students can access resources that enrich the course content and assist in achieving mastery
- **Assessments:** Provide a variety of assessment opportunities that include student products. Assessments will ensure continued information on student progress remotely
- Addresses accessibility concerns through all course materials
- **Special Populations Support:** Plans should include instructional materials and resources that adhere to and support student accommodations and modifications to support students with disabilities and English Learners.
- **Adaptive Learning Activities:** Instructional materials should provide options to adapt learning activities that accommodate student needs
- **Check for Understanding:** Strategies and tools to check student understanding during small group instruction.

Students will have the opportunity to complete the assigned work at their own pace within the daily learning schedule set by their campus. Teacher supports might take the form one-to-one. Microsoft Teams calls, prerecorded lessons, supplemental materials, or small group instruction via Microsoft Teams.

## DAILY SCHEDULE FOR VIRTUAL LEARNING

|  | Monday (P)  | Tuesday (R)  | Wednesday (P)   | Thursday (R)   | Friday (P)  |
|--|---|--|---|--|---|
| <b>8:30-9:10</b><br><i>Synchronous*</i>    | <b>PUPS</b><br>IB SEL Program                           | <b>PUPS</b><br>IB SEL Program                          | <b>PUPS</b><br>IB SEL Program                           | <b>PUPS</b><br>IB SEL Program                          | <b>PUPS</b><br>IB SEL Program                           |
| <b>9:10 – 9:15</b>                         | Break   | Break  | Break   | Break  | Break   |
| <b>9:15-9:45</b><br><i>Synchronous*</i>    | <b>P1</b><br>ADA @ 10:15<br>Cluster Planning<br>7L & 8M | <b>R1</b><br>ADA @ 10:15<br>Department<br>Planning I&S | <b>P1</b><br>ADA @ 10:15<br>Cluster Planning<br>7L & 8M | <b>R1</b><br>ADA @ 10:15<br>Department<br>Planning I&S | <b>P1</b><br>ADA @ 10:15<br>Cluster Planning<br>7L & 8M |
| <b>9:45-10:35</b><br><i>Asynchronous*</i>  |   |  |   |  |   |
| <b>10:35-10:40</b>                         | Break   | Break  | Break   | Break  | Break   |
| <b>10:40-11:10</b><br><i>Synchronous*</i>  | <b>P2</b><br>Cluster Planning<br>6S & 8L                | <b>R2</b><br>Department<br>Planning Science            | <b>P2</b><br>Cluster Planning<br>6S & 8L                | <b>R2</b><br>Department<br>Planning Science            | <b>P2</b><br>Cluster Planning<br>6S & 8L                |
| <b>11:10-12:00</b><br><i>Asynchronous*</i> |   |  |   |  |   |
| <b>12:00-12:30</b>                         | Lunch   | Lunch  | Lunch   | Lunch  | Lunch   |
| <b>12:30-1:15</b>                          | Office Hours  | Office Hours   | Office Hours  | Office Hours   | Office Hours  |
| <b>1:15-1:45</b><br><i>Synchronous*</i>    | <b>P3</b><br>Cluster Planning<br>6M & 7S                | <b>R3</b><br>Department<br>Planning Lang & Lit         | <b>P3</b><br>Cluster Planning<br>6M & 7S                | <b>R3</b><br>Department<br>Planning Lang & Lit         | <b>P3</b><br>Cluster Planning<br>6M & 7S                |
| <b>1:45-2:35</b><br><i>Asynchronous*</i>   |   |  |   |  |   |
| <b>2:35-2:40</b>                           | Break   | Break  | Break   | Break  | Break   |
| <b>2:40-3:10</b><br><i>Synchronous*</i>    | <b>P4</b><br>Cluster Planning<br>6L, 7M & 8S            | <b>R4</b><br>Department<br>Planning Math               | <b>P4</b><br>Cluster Planning<br>6L, 7M & 8S            | <b>R4</b><br>Department<br>Planning Math               | <b>P4</b><br>Cluster Planning<br>6L, 7M & 8S            |
| <b>3:10-4:00</b><br><i>Asynchronous*</i>   |   |  |   |  |   |

## MIDDLE SCHOOL INSTRUCTION

| SUBJECT AREA   | ACTIVITIES  |
|----------------|---|
| ELA            | <ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students via Teams per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Independent reading (15-30 minutes a day) <ul style="list-style-type: none"> <li>Reading options include MackinVia</li> </ul> </li> <li>Teachers provide small group instruction</li> </ul> |
| Math           | <ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>   |
| Science        | <ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Virtual science labs and demonstrations</li> <li>Teachers provide small group instruction</li> </ul>  |
| Social Studies | <ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete Master Course or other work as assigned by teachers independently*</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>  |
| Electives      | <ul style="list-style-type: none"> <li>Teachers facilitate short, synchronous live whole class interactions (instruction, CFU, SEL, etc.) with students per week.</li> <li>Students complete other work as assigned by teachers independently</li> <li>Provide writing opportunities within the content</li> <li>Teachers provide small group instruction</li> </ul>  |

## PRINTED CONTENT DELIVERY

If students are unable to access their classwork electronically, printed copies will be made available. Teachers will need to document student engagement daily. Teachers will also be responsible for the grading of all printed content delivery for their subject area.

Grades will be based solely on achievement of course/grade level standards. Student grades will be determined by teacher evaluation of growth attained during significant learning activities conducted by the teacher in a grade reporting cycle.

## DIGITAL RESOURCES

The next several pages provide descriptions of HISD's Digital Resources that have been adopted to support student learning.

| Category                       | App                      | Description  | Compatibility | Primary User | Recommended Grade Level |
|--------------------------------|--------------------------|--|---------------|--------------|-------------------------|
| Interactive Assessments (CFUs) | <a href="#">PearDeck</a> | You can make Pear Deck Slides within PowerPoint Online or Google Slides. But instead of simply presenting informational slides, Pear Deck makes your slides interactive so every student can respond to your questions or prompts right on their own screens. <b>HISD provides students and teachers access to premium features. This tool is the district's supported alternative to Nearpod.</b> | All devices   | Teachers     | All                     |
|                                | <a href="#">Kahoot</a>   | Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are teacher created multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.  | All devices   | Teachers     | All                     |
|                                | <a href="#">Quizizz</a>  | Quizizz allows you to conduct student-paced formative assessments in a fun and engaging way for students of all ages.  | All devices   | Teachers     | All                     |
|                                | <a href="#">Quizlet</a>  | Quizlet is a free website providing learning tools for students, including flashcards, study, and game modes.  | All devices   | Teachers     | All                     |
|                                | <a href="#">FlipGrid</a> | Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.   | All devices   | Students     | All                     |

|               |                                      |  |                  |                     |     |
|---------------|--------------------------------------|--|------------------|---------------------|-----|
| Collaboration | <a href="#">Google Docs/Drive</a>    | GSuiteisasuitedofcloudproductivityandcollaboration tools, softwareandproductsdevelopedbyGoogle. <b>HISD provides teachers and students access to Google Drive, Docs, Sheets, Slides, and Drawings</b>  | All devices      | Teachers & Students | All |
|               | <a href="#">Padlet</a>               | Createand collaborate via interactive multimedia virtual bulletin boards tocreate  | All devices      | Teachers & Students | All |
|               | <a href="#">Office 365</a>           | Office 365 provides teachers and students with access to Microsoft’s full online productivity suite including OneDrive, Word,Excel,PowerPoint,OneNote,andmore  | All devices      | Teachers & Students | All |
|               | <a href="#">Jamboard</a>             | A collaborative, digital whiteboard makes it easy to create without boundaries and share ideas in real time as part of Gsuite. <b>This tool is the district's supported alternative to Ziteboard.</b>  | Chromebooks, iOS | Teachers & Students | All |
|               | <a href="#">Microsoft Whiteboard</a> | Microsoft Whiteboard is a digital whiteboard app that allows students and teachers to stay organized, collaborate,and brainstormtogether. <b>HISDprovides studentsand teachers access to premium features. This tool is the district's supported alternative to Ziteboard.</b> | Windows, iOS     | Teachers & Students | All |
| Infographics  | <a href="#">Google Drawings</a>      | Google Drawings allows teachers and students to collaborate and work together in real time to create flowcharts, organizational charts, website wireframes, mind maps, concept maps, and other types of diagrams.  | All devices      | Teachers & Students | All |
|               | <a href="#">Adobe Spark</a>          | AdobeSparkisanonlineandmobiledesignapp.Easily create stunning social graphics, short videos, and web pages. <b>HISD provides students and teachers access to premium features</b>  | All devices      | Teachers & Students | All |

|                    |                                 |  |                     |                     |     |
|--------------------|---------------------------------|--|---------------------|---------------------|-----|
|                    | <a href="#">Canva</a>           | Canva is a graphic design platform that allows teachers and students to create social media graphics, presentations, posters and other visual content.   | All devices         | Teachers & Students | All |
| Presentation       | <a href="#">PowerPoint</a>      | PowerPoint is a computer program that allows you to create and show slides to support a presentation.  | All devices         | Teachers & Students | All |
|                    | <a href="#">Google Slides</a>   | Google Slides is a presentation program included as part of GSuite   | All devices         | Teachers & Students | All |
|                    | <a href="#">Microsoft Sway</a>  | Create and share interactive reports, presentations, personal stories, and more directly from Office 365   | All devices         | Teachers & Students | All |
| Screen casting     | <a href="#">Screencastify</a>   | This screen recording tool allows teachers to record video lessons for students.   | Windows, Chromebook | Teachers            | All |
| Video Conferencing | <a href="#">Microsoft Teams</a> | Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.  | All devices         | Teachers & Students | All |
| Video Creation     | <a href="#">Adobe Spark</a>     | Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. <b>HISD provides students and teachers access to premium features</b>   | All devices         | Teachers & Students | All |
|                    | <a href="#">FlipGrid</a>        | FlipGrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. | All devices         | Teachers & Students | All |

|                          |                              |   |             |                     |        |
|--------------------------|------------------------------|---|-------------|---------------------|--------|
| Build Websites           | <a href="#">Google Sites</a> | Google Sites allows teacher and students create and publish dynamic webpages  | All devices | Teachers & Students | All    |
|                          | <a href="#">Adobe Spark</a>  | Adobe Spark is an online and mobile design app. Easily create stunning social graphics, short videos, and web pages. HISD provides students and teachers access to premium features | All devices | Teachers & Students | All    |
| Digital Binders/Notebook | <a href="#">OneNote</a>      | OneNote allows teachers to create digital notebooks that allow for collaboration between students and teachers.   | All devices | Teachers & Students | All    |
| Digital Books Creator    | <a href="#">Book Creator</a> | Book Creator is a simple tool for creating awesome digital story books. Create your own teaching resources or have your students take the reins.                                    | All devices | Students            | ES, MS |

## GRADING POLICY

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

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.

## GRADING SCALE

The goal of the School's grading policy is to have a common grading policy that ensures success for all students. In accordance with HISD, the School's grading policy shall include the following provisions.

1. A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment;
2. A classroom teacher shall not be required to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. A student shall be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

| Criteria for Grading Academic Subjects |                                      |
|--|--------------------------------------|
| 90-100                                 | Excellent work quality, mastery      |
| 80-89                                  | Good work quality, consistent effort |
| 75-79                                  | Satisfactory work, average           |
| 70-74                                  | Work quality is below expectations   |
| 69 or below                            | Failing                              |

Grades averages with a remainder of .5 or above will be rounded off to the next highest number. In order to receive credit for a course, a student must earn an average of 70 or better.

## GRADING CATEGORIES

Teachers will post two grades every week for each student. Grades can come from any number of assignments, including, but not limited to, homework, classwork, quizzes, tests, and projects. Teachers will post missing (MSG) assignments that have not been turned in, which will be converted to a zero (0) at the end of the cycle. Teachers may excuse (EXC) an assignment for any reason. Category weights for

assignments have been determined by the campus and are listed below. No one assignment may count for more than 20% of the overall cycle average.

| Definition of Categories             |  |
|--------------------------------------|--|
| Homework: 10%                        | Independent practice outside classroom |
| Classwork: 35%                       | Activity or task inside classroom      |
| Quizzes: 15%                         | Assessments that cover a partial unit  |
| Projects/Tests: 40%                  | Assessments that cover a whole unit    |
| IB Grade: 0% weight, 0-8 scale score | Criterion-based achievement level      |
| Objective Testing: 0% weight         | Scope and sequence mastery level       |

Lanier Middle School has standard categories for all core, foreign language, and elective courses (except Fine Arts and PE). Each category is assigned a weight so that no one assignment counts more than 20% of a student's overall grade.

### **Homework**

Homework is any type of independent practice or assignment which will likely be completed outside of the classroom. Students may correct homework as a learning opportunity but will not replace the original grade. Teachers should contact parents when a student does not consistently turn in homework. Teachers may assign an academic intervention for students who consistently fail to complete homework assignments. Major projects completed outside of the classroom are not considered a homework grade.

### **Classwork**

Classwork is activities or tasks that allows a teacher and a student to identify what students already know, or have learned, as well as areas for intervention and remediation. Classwork can include an activity or task that a student performs or works at repeatedly for the purpose of improving or achieving proficiency. Participation is not an adequate form of classwork so no grades will be given for participation only (except Fine Arts and PE). Major projects are not considered classwork.

### **Quizzes**

All students must have an opportunity to prepare for quizzes, therefore no unannounced quizzes are allowed. Participation is not an adequate form of assessment so no grades will be given for participation only (except Fine Arts and PE). Major projects are not considered classwork.

## Projects/Tests

Projects/Tests (minimum of 2 summative assessments per cycle) are assessments based on the District's standards-based curriculum that measure the skills and knowledge that a student has mastered. Specifically, performance assessments are assessments based on observation and judgment of the quality of a skill or product. Performance assessments are products, performances, and projects (e.g. essay artwork, visual representations, models, multimedia, oral presentations/recitations, lab experiences, live/recorded performances).

1. It is district policy that teachers provide students an opportunity for reassessment for major tests/performance assessments/projects when the grade received on an assessment is below a 70. Teachers will reassess students on the same skill; however, a different variation of the assessment may be given.
2. All reassessments must be completed within one week from the time the assessment is returned to the student. A student's grade in the gradebook for any reassessment will be an average (i.e., original grade = 60; retest grade = 85; new grade = 73).

## ABSENCES

Students who have absences will be given one (1) day or until the next time the class meets (upon receipt of missing assignments) for every day of absences to turn in their missing assignments. It is the student's responsibility to request the missing assignment from the teacher. Students who are absent because of a field trip must turn in the assignment the following class period without penalty.

## LATE WORK (NOT ASSOCIATED WITH AN ABSENCE)

Late work is any assignment that is not completed by the time class starts on the due date. Late work will be accepted for up to two class-periods after the assignment is due. If the late assignment is submitted at the start of the next class after its due date, a 20% deduction in the grade will result. If the late assignment is submitted at the start of the second class after its due date, a 50% deduction in the grade will result.

## INCOMPLETE CYCLE AVERAGES

A teacher may give a grade of "Incomplete" for a grading cycle to any student who does not complete assignments or assessments due to absences or other extenuating circumstances. The grade of "Incomplete" must be resolved by the end of the next grading cycle immediately following the grading cycle in which the incomplete was first given.

### MIDTERMS AND FINAL EXAMS (HIGH SCHOOL CREDIT COURSES ONLY)

In all high school credit courses, the final exam will count for 25% of the student's final grade. A student may not retake a final exam to improve their grade.

### GRADE CHANGES

Teacher must initiate all grade changes and obtain principal approval. The Principal or an assigned designee may not arbitrarily change grades issued by teachers. Grades may only be changed at the school where they were issued. The only reasons for changing a student's grade after it has been recorded are:

1. If there was an error in computation of the student's grade; or
2. If an error was made in entering the student's grade.

### REPORTING PERIODS

Lanier Middle School will use a six-week grade reporting calendar. There will be three grading cycles each semester. In high school credit classes, the final average in a course will be determined by three cycle grades, each counting 25% of the total grade, and a final examination, counting 25% of the total grade. All cycle grades will be reported on a range of 0-100. In middle school, most courses are on an annual promotion basis and the final average at the end of the school year will be determined by the average of the six cycle grades.

### GRADE REPORTING

A progress report will be sent home after the third week of each grading cycle. Current grades contained in the progress report should be based on the student's academic achievement for the first three weeks of the six-week cycle. If a student's average falls below 70 after the scheduled notice of progress reports have been sent home, the teacher *must* send a notice of progress report home immediately. It is imperative that extra effort be made to give parents advance notice of a pending failing grade before the report card is sent home.

### GRADES AND UIL ELIGIBILITY

A student must maintain an average in each course of no less than a 70 to be eligible for UIL extra-curricular activities. Students receiving an incomplete (INC) grade for a cycle will not be eligible for UIL extra-curricular activities. Under the State's "no pass, no play" law, eligibility for participation in UIL extra-curricular activities during the first six weeks of school is based on whether or not they were promoted to the next grade level prior to the start of the new school year. After the first six weeks, a student who receives an INC or a grade lower than a 70 in any course, is ineligible to participate in UIL extra-curricular activities during the first three school weeks of the next grading period. During that time the student may

continue to practice or rehearse with other students; however, they may not take part in any competition or public performance.

### CONDUCT GRADING

Conduct grades are given by each classroom teacher. Under no circumstances may conduct infractions be used to affect the student's academic grade. Conduct marks can affect a student's participation in activities and awards and/or can cause them to be exited from the school if they are attending the campus on a transfer, including magnet. Before a conduct grade of a "P" (poor) or "U" (unsatisfactory) is given on a progress report or report card, the following process should have taken place:

1. Conference with the student to determine the problem.
2. Inform parent by video conference, phone, in writing, or by email of the behavioral concerns
3. Document intervention with the student and parental contact.
4. A conduct grade of a "P" (poor) or "U" (unsatisfactory) cannot be given without the approval of the grade level administrator.

### PROMOTION STANDARDS

To be promoted from one grade level to the next, a middle school student (grades 6 through 8) must attain the following standards:

- Standard A – An overall yearly average of 70 or above for the year in all courses taken plus an average of 70 or above in three of the following subjects: Language Arts (an average of the English and Reading courses may be required if appropriate), mathematics, social studies, and science. All the subjects must be on grade level.
- Standard B – ~~A passing score ("met minimum expectations") in the areas of Reading and Math on the state-administered criterion referenced test (STAAR) during the school year. This standard pertains to grade 8 only.~~ \*Waived by Governor Greg Abbott for 2020-2021 School Year
- Standard C – Attendance. If a student exceeds the absence limit for a semester or for the year on an annual promotion course, an asterisk (\*) will appear next to the grade on the report card for the appropriate cycle. The absence limit for all courses will be set at 10%. This is calculated and posted by the computer, based on the number of days the course is scheduled during the semester. When a student exceeds the unexcused absence limit during the first three grading cycles, an NG will appear in place of the Semester Average on the report card. This indicates the student has had credit denied due to the accumulation of an excessive number of unexcused absences. The asterisk (\*)/NG will appear if the student's unexcused absences exceed 10% of the class meetings. Excused absences do not apply toward any district policies regarding grading or promotion standards.

### ACADEMIC DISHONESTY

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. A student who is caught cheating or plagiarizing, will be assigned a grade of zero (0) for the assignment. Academic misconduct includes but is not limited to the following circumstances.

#### Cheating

1. Obtaining work or information from someone else.

2. Using unauthorized notes, or study aids, or information from another student or student's paper on an examination.
3. Communicating answers with another person during an exam.
4. Altering graded work after it has been returned, and then submitting the work for re-grading.
5. Allowing another person to do one's work.

#### **Plagiarism**

1. Plagiarism is representing someone else's ideas, words, statements, or other work as one's own without proper acknowledgment or citation. Examples of plagiarism include: copying word for word, using specific phrase or terms from a source or reference, whether oral, printed, or on the internet, without proper attribution.
2. Paraphrasing (using another person's written words or ideas) as if they were one's own thought.

### **ATTENDANCE**

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 face-to-face attendance in satisfying this requirement. Teachers are responsible for taking attendance each period via HISD Connect.

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. Students can engage with their teachers 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.
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.

Students who have not logged in by 3:30 p.m. 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 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.

## STUDENT ASSESSMENT

Individually and collectively, it is an expectation at Lanier to embrace and apply the most innovative, research-based instructional and assessment strategies to the education of our students. Within the IB MYP framework of a best practices approach, teachers are empowered to implement research-based practices which “connect” with individual teaching styles. The curriculum and planning process should always begin with the curriculum and MYP objectives and state standards to be mastered, followed by assessment evidence, followed by decisions on how the teacher will instruct for students to have the highest probability of academic mastery and success. Each department is responsible for developing the pacing calendar and common learning assessments that guide the instruction for every classroom in that department. All teachers are expected to follow the pacing calendar and assessment calendar of their department.

Assessment is integral to the teaching and learning at Lanier. Assessment, whether formative or summative, is a tool that drives instruction. Classroom assessment is the process of collecting, synthesizing, and interpreting information in a classroom for the purpose of aiding a teacher’s decision making. Teachers use assessment to do the following: diagnose student problems, make judgments about student academic performance, form student work groups, develop instructional plans, and effectively lead and manage a classroom (Airasian, 1997).

### WHY DO WE ASSESS THE LEARNED CURRICULUM?

**Purposes of assessments:** Assessment is an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration. In addition, it is used to:

1. collect data that drives instruction
2. evaluate teaching and students’ inquiry
3. assess the mastery of a body of knowledge
4. identify student’s strengths and weaknesses
5. individualize instruction
6. track progress and growth within a community of learners
7. provide a picture of student learning over time
8. strengthen our learning process and practices as educators
9. guide teacher planning and presentation
10. inform students and parents of progress
11. provide the school staff with a measure of progress towards goals and proficiencies

**Effective assessments allow the student to:**

1. Demonstrate and share their learning and understanding

2. Set goals for reaching expectations
3. Use their own learning strategies and build on their own strengths
4. Expand on multiple intelligences to enhance their understanding
5. Build confidence in their own work and self
6. Express their points of view and understanding
7. Understand what their own needs are and how to improve
8. Use their prior knowledge to build on and guide the inquiry process

***Effective assessments allow the teacher to:***

1. Create instructional plans to guide inquiry
2. Understand feedback from students
3. Clearly define student needs
4. Direct instruction
5. Define expectations and outcomes for students and teacher-led inquiry
6. Adapt for learning styles and multiple intelligences
7. Acquire data that can be used to inform students, teachers, grade levels, school, and community
8. Collect both future inquiries and student questioning
9. Show awareness of learning style, cultural, gender, linguistic, and racial differences

***Effective assessments allow parents to:***

1. See evidence of student learning and development
2. Provide support outside of school
3. Celebrate learning and student accomplishment
4. Observe and track student progress and growth

## WHEN DO WE ASSESS?

Effective differentiation requires teachers to assess student understanding at the beginning of the unit (pre-assessment), during the unit (formative assessment), and at the end of the unit (summative assessment). Pre-assessments allow teachers to determine student starting points and flexible instructional groups. Formative assessments allow teachers to monitor student progress during the unit of study. Adjustments in pacing, content, and instruction can be made based on the data gathered from formative assessments. Summative assessments allow teachers to evaluate student understanding of the objectives taught during the lesson and, if necessary, assist in preparing intervention lessons for those students who struggled with the concept.

## WHAT DO WE ASSESS?

Assessment can be used to determine students' readiness, interest, and learning profile. Teachers can better focus their planning if they understand their students' differences. The lesson cycle should include the following:

***Pre-assessments*** allow teachers to gather information on students' prior knowledge, misconceptions, and experiences about the topic or concept (readiness). This data is used to guide instruction. This form of assessment looks like: K-W-L charts, pretests, surveys, checklists, and goal setting.

**Formative assessments** are formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. They will be used throughout the learning process to assess specific skills or concepts and to check for understanding. This allows teachers and students to guide instruction and plan for the next stage in the learning process. This form of assessment looks like: anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, student conversation, classroom participation, individual and group progress, and skill development.

**Summative assessments** occur at the end of a teaching and learning cycle. They are designed to provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. This form of assessment looks like: collections, presentations, tests, individual or group projects to demonstrate the understanding of an entire unit. During this time of change, teachers should be mindful of any projects that are required to assess understanding. It is Lanier's recommendation that projects assigned DO NOT require students to purchase items in order to complete the project. Instead, teachers should create projects that allow students to complete them online.

### HOW DO WE ASSESS THE LEARNED CURRICULUM?

Guiding principles for remote assessment should include flexibility, generosity, and transparency during this time of change. There is no one solution for assessment that will meet all faculty and student needs. From this perspective, the primary concern should be assessing how well students have achieved the key learning objectives and determining what objectives are still unmet. It may be necessary to modify the nature of the exam to allow for the differences of the remote environment.

In thinking about online exams, and the current situation for remote teaching, we recommend the following approaches (in priority order) for adjusting exams: authentic assessment, multiple lower-stakes assessments, open note exams, and select online proctored exams where needed.

### MULTIPLE LOWER-STAKES ASSESSMENT

The unique circumstances of our current environment make it necessary to carefully consider priorities when assessing students. Rather than being cumulative, a multiple assessment approach makes assessment an incremental process. Students demonstrate their understanding frequently, and accrue points over time, rather than all at once on one test. Dividing the assessment into smaller pieces can reduce anxiety and give students more practice in taking their exams online. For instance, you might have a quiz at the end of each week that students have to complete. Each subsequent quiz can (and should) build on the previous one, allowing students to build toward more complex and rigorous applications of the content. Using this approach minimizes your need to change the types of questions that you have

been asking to date, which can affect student performance (e.g. if you normally ask multiple-choice questions, you can continue to do so).

For the remainder of the semester, use the OnTrack tool to build multiple smaller assessments. Spread out the totality of your typical final or unit exam. This can be as simple as dividing a 100-question final exam into eight 12-question “synthesis activities” that students complete bi-weekly. Benefits as noted from the literature:

1. No significant differences were observed in terms of keystroke information, rapid guessing, or aggregated scores between proctoring conditions.
2. More effective method for incentivizing participation and reading
3. Encourages knowledge retention as each subsequent assessment builds on the last

#### OPEN NOTES EXAMS

Open note assessments allow students to refer to the Internet and other materials while completing their assessments. By design, this disincentivizes academic dishonesty. Often teachers put time parameters around open note exams. These types of exams also lend themselves to collaborative work in which multiple students work together to complete the assessment. With an open note strategy, you can keep your general exam schedule and point structure, but you may need to revise questions, so they are less about factual recall and more about the application of concepts. For instance, you might give students a scenario or case study that they must apply class concepts to as opposed to asking for specific values or definitions. If you plan to make such changes, communicate your intent and rationale to you students prior to the exam.

One effective open note testing technique is to use multiple-true/false questions to measure understanding. These questions (called “multiple selection” questions in OnTrack) pose a scenario and prompt students to check all the boxes that apply. For example, students may be prompted to read a short prompt, case, or lab report, then check all statements that are true about that reading. In this way a single question stem can assess multiple levels of complexity and/or comprehension. Benefits as noted from the literature:

1. Open-book exams and collaborative exams promote development of critical thinking skills.
2. Open-book exams are more engaging and require higher-order thinking skills.
3. Application of open-book exams simulates the working environment.
4. Students prefer open-book exams and report decreased anxiety levels.
5. Collaborative exams stimulate brain cell growth and intricate cognitive complexes.

## IMPLEMENTATION FOR MULTIPLE LOWER-STAKES AND OPEN NOTE ASSESSMENT STRATEGIES

1. Timed vs. untimed: overall, performance on timed and untimed assessments yields similar scores. Students express greater anxiety over timed assessments, while they view untimed assessments as more amenable to dishonest behavior.
  - If you typically have a time limit on your face-to-face assessments, increase it by 20% to allow for the added demands the remote environment places on students.
  - If the exam is meant to be taken synchronously, remember to stay within your class period. Adjust the length of the exam accordingly.
2. Reduced scope: Decreasing content covered in the exam may be necessary to create an exam of appropriate length and complexity, given the unique circumstances this semester.
3. Randomize answer order: In questions in which it makes sense, have OnTrack randomize the order in which the answer options appear.
4. Individual question per page: This can reduce instances of students taking the assessment together.
5. Honor code attestation: Give students an opportunity to affirm their intent to be honest by making question one of every assessment a zero (0) point question asking students to agree to an honor code.
6. Live “Teams” availability: In OnTrack, set a time window during which the assessment will be available to students.
7. Hold a live open office hours session in Teams at some point during that window, so that students who want to can take the assessment while they have direct access to you - this way they can ask questions if any arise. Currently, lock down browser will not work with Teams running in the background.

Ultimately, our guiding principles for remote teaching are flexibility, generosity, and transparency. Try to give students as much of an opportunity to demonstrate their knowledge as possible.

1. Consider allowing multiple attempts on an assessment.
2. When conditions allow, consider allowing multiple means of expression.
3. Can students choose to demonstrate their knowledge from a menu of options?
  - M/C test
  - Written response
  - Performance Task/ Video or Audio presentation
  - Oral Exam (via Teams)
4. Consider giving students choices. Perhaps they can opt out of answering a question or two. Perhaps they can choose which of a series of prompts to respond to.

## PROCTORED EXAM

Respondus Lockdown Browser and remote proctoring is possible with OnTrack. Please consider whether your assessments can be designed without the need for Respondus. While Respondus may be helpful in limited circumstances (e.g., when assessments must be proctored for accreditation purposes), introducing a new technology may cause additional stress for both students and instructors, and academic integrity is still not assured. Additionally, the device disparity and minimized proximity for troubleshooting may make the process difficult to implement. High-stakes exams that use new technologies and approaches can

decrease student performance and may not reflect students' understanding of the material. Student Assessment discourages online proctored approach unless your assessment needs require its use.

### **Implementation**

Any online proctored exam must be created and administered using OnTrack where Respondus is an option. When properly installed, the Lockdown Browser opens, and prevents users from accessing anything else on their computer. Prior to offering a graded proctored exam, we strongly recommend that you administer an ungraded (or very low stakes) practice test using the proctoring tool for ease of use.

- Clear communication with students about system and hardware requirements and timing considerations is required.
- Respondus Lockdown Browser requires that students download a web browser. Not all devices are supported by Respondus including iPads.

## **SPECIAL POPULATIONS**

During virtual instruction, Lanier Middle School is committed to providing the same quality education for our students who require the following services: Special Education, Section 504, Dyslexia, Multilingual, Interventions, and Gifted and Talented.

### **SPECIAL EDUCATION**

HISD is committed to providing equal access to the same opportunities and lessons afforded to all students during this time. Special education students will have the same access to digital tools as general education students. The digital tools available to students contain features to support student learning and may include the ability to read text to students. Additionally, specific online platforms, such as Imagine Math and Imagine Literacy, provide individualized learning pathways tailored to each student's educational need. We recommend that your student log on to these digital tools daily. Special education students who receive their instruction in a general education setting with accommodations and in-class support should follow the general education model, as the curriculum has been designed to accommodate the needs of all students.

The Office of Special Education Services (OSES) and Lanier Middle School must make reasonable efforts to provide the student with the services required by the student's IEP. If there are services, accommodations, and modifications required by the student's IEP that cannot be provided during remote learning, the student's ARD committee must determine which services it can provide to meet the student's needs (34 CFR 300.324(a)(4)).

|                       | SPECIAL EDUCATION  |
|-----------------------|--|
| Teachers:             | <ul style="list-style-type: none"> <li>• Deliver differentiated instruction in small groups</li> <li>• Attend, share data, and participate in the students' ARD meeting</li> <li>• Participate in virtual campus/department PLCs and professional development offered by the OSES, IAT, SEL, Academic Instructional Technology and Curriculum department</li> <li>• Monitor student growth and progress using the appropriate data sources.</li> <li>• Access Social Emotional Learning and Intensive Intervention Teams (IITs) for psycho-social and behavioral support.</li> <li>• Implement Social Emotional learning behavior strategies within the lessons</li> </ul>   |
| Case Managers         | <ul style="list-style-type: none"> <li>• Conduct meetings with the leadership team, departments, and staff</li> <li>• Monitor student progress in general, special education and intervention classes</li> <li>• Advocate for the needs of students on their caseloads along the continuum of services</li> <li>• Maintain documentation and parent contact log</li> </ul>   |
| Department Chair      | <ul style="list-style-type: none"> <li>• Communicate and collaborate with the campus and district special education department to maintain federal and district compliance</li> <li>• Monitor implementation of sped programs—inclusion, co-teach, resource, and self-contained</li> <li>• Ensure teachers of special education students are supported to differentiate based on the needs of the students using Specially Designed Instruction</li> <li>• Attend special education department chair meetings/trainings offered by Office of Special Education Services (OSES)</li> <li>• Update necessary PEIMS data immediately after completion of the ARD</li> <li>• Monitor student growth and progress using the appropriate data sources</li> </ul> |
| Campus Administration | <ul style="list-style-type: none"> <li>• Ensure all special education students have technology.</li> <li>• Monitor attendance of special education students.</li> <li>• Monitor suspension rates of special education students.</li> <li>• Collaborate with the OSES Department for support with ARD/IEP meetings with advocates of families of special education students.</li> <li>• Monitor and support SPED department hair and teachers.</li> <li>• Coach and develop special education and general teachers around effective instructional strategies that differentiated instruction.</li> </ul>  |

### SECTION 504 AND DYSLEXIA

Laniers's 504 and Dyslexia teams will ensure implementation of Section 504 accommodations and support services to the greatest extent possible in order to provide equitable access to the educational program.

The 504 and Dyslexia teams supports may include delivery of instruction virtually or telephonically, extensions of time for assignments, accessible reading materials, and virtual dyslexia services and/or online intervention resources according to the individual service plans. This plan was developed to support students, parents, and teachers navigating this unfamiliar territory and engaging in distance learning work to ensure learning continues and is uninterrupted.

|              | SECTION 504   | DYSLEXIA  |
|--------------|---|---|
| Teachers     | <ul style="list-style-type: none"> <li>Identify or recommend students for 504 evaluation, assessment or dismissal</li> <li>Access current, 504 plan, assessment and cumulative data</li> <li>Attend, share data, and actively participate in the students' 504 meeting</li> <li>Document accommodations provided as described in the 504-service plan.</li> <li>Communicate with parents, students, campus 504 coordinator, and service providers via MS Teams, phone and email.</li> </ul> | <ul style="list-style-type: none"> <li>Identify or recommend students for characteristics of dyslexia evaluation or assessment</li> <li>Attend professional development for dyslexia</li> <li>Administer dyslexia screening in grades K and 1 as required by TEC 38.003</li> <li>Attend, share data, and actively participate in the students' 504 of IEP meeting.</li> <li>Deliver differentiated instruction, accordingly to student levels and needs</li> <li>Provide small group or individualized instruction</li> <li>Maintain documentation of student support and student progress as described in the student service plan.</li> </ul> |
| Campus Staff | <b>Campus 504 Coordinator</b> <ul style="list-style-type: none"> <li>Collaborate with leadership team to conduct live meetings with departments, and staff</li> </ul>   | <b>Campus Dyslexia Contact</b> <ul style="list-style-type: none"> <li>Communicate with campus staff and central office for compliance and district procedures</li> </ul>  |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Attend annual 504 coordinator training and easy IEP training</li> <li>• Maintain timelines for 504 evaluations and annual reviews</li> <li>• Maintain documentation and parent contact log</li> <li>• Monitor student progress to adjust student service plans as needed</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct live meetings with the leadership team, departments, and staff</li> <li>• Ensure campus compliance with dyslexia PEIMS reporting</li> <li>• Ensure the delivery of dyslexia services for students as defined in student 504 and IEP plans.</li> </ul> |
|--|--|--|

### MULTILINGUAL (ESL)

The Multilingual Department and Lanier's ESL teachers are committed to providing supplemental support to campuses to address English Learners' instructional needs as we operate via an asynchronous instructional model. Multilingual area office teams offer additional support to students, parents, teachers, and campus leadership teams to ensure learning continues and is uninterrupted.

|                    | ENGLISH LEARNERS   |
|--------------------|--|
| Teachers           | <ul style="list-style-type: none"> <li>• Participate in meetings or professional development to support English Learners</li> <li>• Communicate with parents, students, campus LPAC administrator, and service providers.</li> <li>• Deliver online instruction utilizing Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)</li> <li>• Adhere to the time and content allocations for transitional and dual language programs</li> <li>• Create opportunities to collaborate during asynchronous lessons addressing linguistic domains: Reading, Listening, Speaking and Writing.</li> <li>• Provide differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), TEKS and ELPS</li> <li>• Document students' linguistic accommodations utilizing Linguistic Accommodations Checklist and adjust accommodations as needed</li> <li>• Participate in virtual LPAC meetings, provide updates on students' progress, and make recommendations for testing accommodations</li> </ul> |
| LPAC Administrator | <ul style="list-style-type: none"> <li>• Communicate and collaborate with the Multilingual Programs Department Compliance team to maintain federal, state, and district compliance</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Attend LPAC trainings</li> <li>• Obtain parent approval of recommended program placement</li> <li>• Maintain digital documentation of required forms</li> <li>• Update student information in LPAC panel in SIS portal</li> <li>• Identification of potential English Learners through a parent/student interview</li> <li>• Build appropriate schedules for potential English Learner</li> <li>• Provide alternative meeting methods for LPAC meetings - phone or MS Teams</li> <li>• Optional to include LPAC parent representative</li> <li>• Provides parent translation support through translation department or approved vendor</li> <li>• Monitor implementation of ESL program</li> <li>• Monitor and support teachers on ESL waivers</li> <li>• Participate in meetings or professional development to support English Learners</li> </ul> |
|--|---|

### INTERVENTIONS

Lanier Middle School will work with The Office of Interventions and Virtual School Department to continuously provide online learning in a way that delivers supplemental instruction using internet-based technologies to learners who are not physically present in one location. Our efforts focus on extending our reach of tiered content to students, parents, and interventionists to ensure learning continues and is uninterrupted.

|          | INTERVENTIONS   |
|----------|---|
| Teachers | <ul style="list-style-type: none"> <li>• Create assignments and monitor student growth and progress in the HUB</li> <li>• Provide lessons and assignments for intervention classes in either Read to Achieve, Corrective Reading, Reading Mastery and/or Edgenuity which students may submit via HUB</li> <li>• Participate in campus department PLCs</li> <li>• Participate in virtual professional development via Teams conducted by IAT Managers and ITDS</li> <li>• Monitor student online interventions usage on the digital platforms</li> <li>• Attend, share data, and participate in IAT meeting</li> <li>• Provide small group tiered instruction</li> </ul> |

## GIFTED AND TALENTED

Lanier Middle School will continue supporting online learning opportunities for our gifted scholars. Our goal is to ensure this learning environment is one that continues to foster academic growth and positive social interaction from a distance.

|                | GIFTED AND TALENTED  |
|----------------|--|
| Teacher        | <ul style="list-style-type: none"><li>• Differentiate instructional materials and offer direct support as needed.</li><li>• Collaborate to create and implement the students' GEPs to individualize and differentiate instruction.</li><li>• Maintain documentation of servicing GT students on this link.</li><li>• Provide differentiated lessons to students</li><li>• Identify or recommend students for G/T evaluation and potential program placement.</li><li>• Access district adopted platforms to communicate with parents, students, campus G/T personnel, and service providers.</li><li>• Maintain documentation or log of parent contact.</li><li>• Deliver well-planned and rehearsed short synchronous instruction, differentiating accordingly to students' levels and needs.</li><li>• Utilize HISD GT Instructional Strategies Resources Guide and the Texas Performance Standards Project (TPSP) to differentiate learning.</li><li>• Create opportunities to collaborate, share and participate in Project Based Learning (PBL) online.</li></ul> |
| GT Coordinator | <ul style="list-style-type: none"><li>• Conduct live meetings with the leadership team, departments, and staff to ensure clarity on GT expectations, the State Plan, compliance, and instructional strategies.</li><li>• Monitor and support GT teachers, students, and parents via MS Teams.</li><li>• Collaborate with the PEIMS clerks to maintain GT Student documentation through PowerSchool.</li><li>• Monitor student progress through assessment, performance data, grade distribution and teachers' recommendations/observations.</li><li>• Facilitate Power School Implementation Training for GT Special Programs platform.</li></ul>  |

## SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) is critical to the success of our students, especially during the period of virtual learning. Lanier Middle School will be offering an SEL professional development session during the pre-service weeks. In addition, all teachers and students will participate in SEL activities during the PUPS

period each morning. Lanier’s social worker and grade level administrators will assist in making sure the SEL needs of our students, faculty, and staff are met in a timely manner.

## INSTRUCTIONAL LOGISTICS

Professional development is calendared to include initial and ongoing development opportunities. In addition, professional development will be designed to support staff in internalizing the synchronous/asynchronous instructional model. To further staff’s implementation of synchronous/asynchronous learning, professional development opportunities will also include support for analyzing and responding to data with the use of instructional materials. During Lanier’s pre-service weeks, teachers and staff will participate in several learning sessions, via MS Teams. The schedule below highlights what teachers and staff will be responsible for during the pre-service weeks:

| <i>Date</i>             | <i>LANIER 2-week Professional Development</i>  |  |
|-------------------------|--|--|
|                         | <i>AM Session</i>  | <i>PM Session</i>  |
| August 24 <sup>th</sup> | 8:30am – Welcome Back from Mr. Wheat<br><i>COVID Safety Review – Wheat</i><br><i>Wellness Check – Maluski</i><br><i>Mission, Vision and Values – Wheat</i><br><br><i>Location - Homes across Houston</i> | 1:00 – 4:00pm - Teacher Prep<br>Compliance Courses in OneSource<br><br><i>Location – Homes across Houston</i>                            |
| August 25 <sup>th</sup> | 8:30 – 11:30am – IB Framework - Rhymes<br>Committee Formation??<br><br><i>Location - Homes across Houston</i>  | 1:00 – 4:00pm – IB Department Curriculum<br>Planning<br><br><i>Location – Department Teams Group</i>                                     |
| August 26 <sup>th</sup> | 8:30am – 2:30pm: Northwest Academic Day – Teams<br><i>Registration</i><br><i>- Teachers will not have to pre-register for the three Pre-service PD days.</i>   |  |
| August 27 <sup>th</sup> | 8:30 – 11:30am - Teacher Prep<br>Compliance Courses in OneSource<br><br><i>Location – Homes across Houston</i>   | 12:30 – 3:30pm – District Job-Alike<br><i>Teachers and employees do not need to pre-register for the job alike session. Use the HISD</i> |

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|                         |   | <p><i>Professional eLearning website to join the appropriate job-alike virtual training on the designated day by Area.</i></p> <ul style="list-style-type: none"> <li>• G/T-Vanguard Coordinators</li> <li>• Advanced Placement (AP) Teachers</li> <li>• Dyslexia</li> <li>• Special Education Teachers</li> <li>• Special Education Department Chairs</li> <li>• Counselors, Librarians, Nurses</li> <li>• College Access Coordinators, College &amp; Career Readiness Advisors</li> <li>• Formative Assessment Coordinators</li> <li>• Wraparound Resource Specialists</li> <li>• Title I Coordinators</li> <li>• Magnet Coordinators</li> </ul> |
| August 28 <sup>th</sup> | <p>8:30am – 2:30pm: Virtual Academic Instruction Training (AIT) Bootcamp – Teams</p> <p>Teachers will be required to attend a 2hr and 45min. required sessions titled "Introduction to Remote Instruction". After teachers complete the required session, they will have the option to attend 3 out of 15 different choices sessions. Choice sessions include:</p> <ul style="list-style-type: none"> <li>• Collaboration in Google Drive</li> <li>• Creating Digital Manipulatives</li> <li>• Screen casting 101</li> <li>• Pear Deck 101 (Google Slides)</li> <li>• Pear Deck 101 (PowerPoint)</li> <li>• Digital Checks for Understanding</li> <li>• OnTrack @ HOME Level 1</li> <li>• OnTrack @ HOME Level 2</li> <li>• Renaissance @ HOME</li> <li>• Lead4Ward Virtual Instructional Playlist</li> <li>• Special Populations &amp; ELLs engagement</li> <li>• Office 365 Level 1</li> <li>• Office 365 Level 2</li> <li>• Creating Digital Content in the HUB</li> </ul> |  |

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| August 31 <sup>st</sup>                                 | 8:30 – 11:30am – Special Population Support – Wheat<br>SPED – Cummings<br>504/IAT – Colburn<br><br><i>Location - Homes across Houston</i>   | 1:00 – 4:00pm – Department Meeting<br>Individuals & Societies – Mr. Clason<br>Science – Mr. Scott<br>Language & Literature – Ms. Chambers<br>Math – Mr. Graham<br>Design – Mr. Mann<br>Physical & Health Ed – Mr. Cabell<br>Language Acquisition – Ms. Cantu<br>Arts – Ms. Foster<br>SPED – ?<br><br><i>Location – Department Teams Groups</i> |
| Additional PD<br>Sept 1 <sup>st</sup> – 3 <sup>rd</sup> | <p><i>Teachers have the option to extend their learning with relevant beginning of school PD through participating in any Optional PD sessions held on Tuesday-Thursday, September 1-3, 2020.</i></p> <ul style="list-style-type: none"> <li><i>All optional PD session are held between 2:00 PM and 4:30 PM.</i></li> <li><i>All optional professional development (PD) sessions will be held virtually using Microsoft Teams.</i></li> <li><i>All instructional staff can participate in virtual learning sessions.</i></li> <li><i>The conference website – HISD Professional eLearning – will launch on August 10th and will provide information about the PD conference days and links to training sessions by Areas.</i> <ul style="list-style-type: none"> <li><i>Campus Principals will receive the conference website link in the Monday, August 10, 2020, ASM to share with staff.</i></li> <li><i>Teachers must pre-register on OneSourceLearning between August 10 and September 2.</i></li> <li><i>The PD catalog will be posted on the conference website to review.</i></li> <li><i>The catalog will provide the course numbers for pre-registration.</i></li> </ul> </li> </ul> |  |
| September 1 <sup>st</sup>                               | 8:30 – 11:30am - Special Population Support - Wheat<br>Gifted & Talented - Garza<br>EL - Zapata   | 1:00 – 4:00pm – Cluster Meeting<br>6L - 6M - 6S – Parent Meeting 1-2pm<br>7L – 7M - 7S – Parent Meeting 2-3pm<br>8L - 8M - 8S – Parent Meeting 3-4pm   |

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|                           | <i>Location - Homes across Houston</i>  | Elective Departments – Department Teams Meeting<br><i>Location – Cluster or Department Teams Group</i>   |
| September 2 <sup>nd</sup> | 8:30 – 11:30am – Purple Pup GSG Intro<br><br><i>Location - Homes across Houston</i>   | 1:00-4:00pm – Teacher Prep<br>Compliance Courses in OneSource<br><br><i>Location - Homes across Houston</i>  |
| September 3 <sup>rd</sup> | 8:30am – PTO Welcome<br>9:00 – 11:30 – Lanier Safety Procedures<br><br><i>Location - Homes across Houston</i>   | 1:00 – 4:00pm – Virtual Platforms – Techvengers<br><i>Location - Homes across Houston</i><br><br>3:30-4:00pm – Grade Level Expectation Meeting<br><i>6<sup>th</sup> Grade – Teams</i><br><i>7<sup>th</sup> Grade- Teams</i><br><i>8<sup>th</sup> Grade - Teams</i> |
| September 4 <sup>th</sup> | 8:30- 9:30 – HISD Safety Procedure<br>9:30- 11:30 – Rotations<br><br>1. 1 <sup>st</sup> Day Procedures/PowerSchool Q&A – Ms. Lee & Mr. Cooper<br>2. TADS – Mr. Cordova & Mr. Maluski<br>3. Discipline Management -<br>4. Teacher Handbook -<br><br><i>Location - Homes across Houston</i> | 1:00 – 4:00pm - Teacher Prep<br>Compliance Courses in OneSource<br><br>Compliance Courses in OneSource – Submit all certificates to Ms. Nguyen via email. October 30, 2020<br><br><i>Location - Homes across Houston</i>   |

The following professional development will encompass introductory training to support asynchronous instruction. Teachers will receive training to navigate and utilize the HUB, Houston ISD’s Learning Management System (LMS), and other district resources. This will allow job-embedded training to occur with the Elementary and Secondary Curriculum departments for instructional needs. The timeline indicates the initial date(s) of training and is structured to support teachers in internalizing

asynchronous curriculum. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

| PLATFORM TOPIC                               | REQUIRED/<br>OPTIONAL | TIMELINE                       | DESCRIPTION   |
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| Asynchronous Teaching during HISD @ H.O.M.E. | Required              | August 28 <sup>th</sup> , 2020 | Participants will understand and apply district guidelines for attendance and tracking students. In addition, they will learn how to navigate remote classroom best practices by exploring best practices and suggested templates for distance learning including use of the LMS (the HUB), Microsoft Teams, and district Digital Resources. Student login and access support will also be covered. |
| Authentic Assessment                         | Optional              | August 28 <sup>th</sup> , 2020 | Teachers will be able to learn more about authoring authentic assessment (such as performance tasks and projects), learn how students can input authentic products into the system, and grade them for TEKS mastery.  |
| Collaboration in Google Drive                | Optional              | August 28 <sup>th</sup> , 2020 | Discover how to use Google Drive and its tools to create and support collaborative work in the classroom. Understand how to provide feedback and gather data from student products in this platform.  |
| Creating Digital Manipulatives               | Optional              | August 28 <sup>th</sup> , 2020 | Learn how to design and create interactive models that can be used by students.   |
| Creating Engaging Screencasts                | Optional              | August 28 <sup>th</sup> , 2020 | Discover how to use PowerPoint and other screen recording tools to create engaging student content.   |
| Creating HUB Content                         | Optional              | August 28 <sup>th</sup> , 2020 | Learn how to create interactive learning experiences for students using the HUB's features such as plans, discussion boards, permissions and more.  |
| Digital Checks for Understanding             | Optional              | August 28 <sup>th</sup> , 2020 | Engage students and gain more formative assessment feedback   |

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|  |          |                                | within a lesson using digital tools such as Kahoot!, Quizziz and more.   |
| HUB - Student Feedback                   | Optional | August 28 <sup>th</sup> , 2020 | Dive deeper into the HUB's features to increase effective student feedback such as rubrics, peer review and audio/visual feedback.   |
| Imagine Learning Suite                   | Optional | September 2020                 | Explore how the Imagine Learning programs can help students develop their content area skills while providing teachers with essential data.  |
| Lead4ward Virtual Instructional Playlist | Optional | August 28 <sup>th</sup> , 2020 | Teachers will be able to integrate Lead4ward virtual instructional playlist strategies to increase student engagement and rigor.   |
| Office 365                               | Optional | August 28 <sup>th</sup> , 2020 | Become familiar with Office 365 and initial components as Word Online and Forms to support classroom instruction.  |
| Office 365                               | Optional | August 28 <sup>th</sup> , 2020 | Explore more Office 365 applications to integrate into lessons. Learn how to further integrate assignments into Teams and the HUB.   |
| OnTrack@ H.O.M.E. Beginner               | Optional | August 28 <sup>th</sup> , 2020 | Teachers will be able to integrate OnTrack into the Hub, Teams, and know best practices for integration. This will include system and data driven instruction best practice.                     |
| OnTrack@ H.O.M.E. Advanced               | Optional | August 28 <sup>th</sup> , 2020 | Teachers will be able to integrate OnTrack online assessment into both synchronous & asynchronous instruction models, proctoring options, secure LockDown Browser features, accommodations, etc. |
| Pear Deck - Introduction                 | Optional | August 28 <sup>th</sup> , 2020 | Enhance your instruction by providing students multiple interactive checks for understanding within a lesson using Pear Deck with Google Slides or PowerPoint.                                   |
| Pear Deck - Intermediate                 | Optional | August 28 <sup>th</sup> , 2020 | Dive deeper into how Pear Deck can facilitate instruction in a remote asynchronous learning environment.   |

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| Renaissance @ H.O.M.E.                        | Optional | August 28 <sup>th</sup> , 2020 | Teachers will be able to learn the new features on the new Renaissance platform, how to assess from home, access key reports to focus on prerequisite skills, and build scaffolds where needed. |
| Special Populations & ELLs Digital Engagement | Optional | August 28 <sup>th</sup> , 2020 | Teachers will be able to use ELL data (such as Renaissance, TELPAS, etc.) and make connections to plan for virtual sheltered instructional strategies.  |
| Advanced Microsoft Teams for Teachers         | Optional | September 2020                 | Discover how to use some of the more advanced features in Microsoft Teams such as Class Notebooks and how to incorporate third party tools to enhance classroom instruction.                    |

#### EMPLOYEE AND LEADERSHIP MEETINGS

Employee meetings will take place every Friday at 2:30 p.m. via Microsoft Teams. Similarly, the leadership team will meet every Thursday from 2:35 p.m. to 4:00 p.m. via Microsoft Teams.

#### PLC MEETINGS

All core departments or grade level teams are required to meet once per week during their dedicated department time. Department chairs or grade level leads are required to submit an agenda to their department administrator prior to the meeting and submit copies of minutes after the meeting.

When meeting in PLCs, make sure to focus on the four critical questions of learning (DuFour, 2006). If we believe all kids can learn:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

#### INTERVENTION ASSISTANCE TEAM (IAT)

The purpose of the Intervention Assistance Team (IAT) is to improve a student's academic and/or behavior performance. Any student who is not being successful in the classroom after the teacher has attempted classroom interventions should be referred. Lanier's process begins with the IAT Chairperson and the school counselor. The IAT committee consists of an administrator, the counselor, and a teacher or group of teachers. The committee will recommend targeted goals to assist the student. In accordance with State law and District policy, Lanier uses the three-tier approach to intervention.

#### NEWSLETTER AND SOCIAL MEDIA

Lanier is committed to communicating with parents and students via The Purple Page and Twitter. Follow us on Twitter at: [@PurplePups](#). Access to the Parent Teacher Organization's newsletter can be requested at: [The Purple Page](#). We will also be conducting weekly live broadcasts in Microsoft Teams. The live broadcast will occur every Thursday from 4:05 p.m. - 4:35 p.m. and will be recorded for playback on Fridays.