

# **HORN ELEMENTARY**

## **Instructional Continuity Plan & Student Handbook 2020-2021**

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Evan David, Assistant Principal**



## TABLE OF CONTENTS

INTRODUCTION .....	4
HORN ELEMENTARY MISSION STATEMENT .....	5
HORN ELEMENTARY SCHOOL OVERVIEW .....	5
HORN ELEMENTARY LEADERSHIP TEAM.....	6
STAFF DIRECTORY .....	7
SHARED DECISION-MAKING COMMITTEE (SDMC).....	8
ORGANIZATIONAL CHART AND ROLES & RESPONSIBILITIES.....	8
PRINCIPAL RESPONSIBILITIES.....	8
LEADERSHIP TEAM RESPONSIBILITIES .....	8
COUNSELOR/SOCIAL WORKER.....	9
TEACHERS .....	9
TECH SUPPORT TEAM .....	10
SPECIAL EDUCATION TEAM.....	10
LIBRARIAN.....	10
NURSE.....	11
STUDENTS .....	11
PARENTS .....	11
TECHNOLOGY SYSTEMS TO SUPPORT CONTINUITY OF LEARNING.....	12
OFFICE 365 .....	12
MICROSOFT TEAMS .....	12
THE HUB (IT'S LEARNING) .....	13
GSUITE.....	13
DIGITAL RESOURCES PAGE.....	13
HISD CONNECT PARENT PORTAL .....	14
CONTENT DELIVERY .....	15
ASYNCHRONOUS INSTRUCTIONAL MODEL.....	15
DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT .....	15
VIRTUAL EXPECTATION.....	18
MICROSOFT TEAMS .....	18
INFRACTIONS.....	18
DAILY SCHEDULE FOR VIRTUAL LEARNING .....	19
ELEMENTARY SCHOOL INSTRUCTION .....	20
PRINTED CONTENT DELIVERY .....	20
DIGITAL RESOURCES .....	22
HORN GRADING POLICY.....	26
GRADING SCALE.....	27
BASIS FOR GRADING.....	27
GRADE CHANGES.....	29

GRADE REPORTING .....	29
CONDUCT GRADING.....	29
CORE ENRICHMENT/SUPPLEMENTAL COURSES.....	30
PROMOTION STANDARDS .....	30
ACADEMIC DISHONESTY .....	30
ATTENDANCE .....	31
STUDENT ASSESSMENT .....	32
THE HUB.....	35
MULTIPLE LOWER-STAKES ASSESSMENT .....	37
SPECIAL POPULATIONS.....	38
SPECIAL EDUCATION .....	38
SECTION 504 AND DYSLEXIA.....	38
MULTILINGUAL (ESL).....	39
INTERVENTIONS.....	39
GIFTED AND TALENTED.....	39
SOCIAL EMOTIONAL LEARNING.....	40
SCHOOL SOCIAL WORK SERVICES .....	43
SCHOOL SOCIAL WORK SERVICES OPT OUT FORM.....	44

## INTRODUCTION

The Horn Elementary Instructional Continuity Plan provides guidance and support for an additional period of 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 schooling. Our main goal is to keep instruction at the forefront for all students. Horn Elementary will be implementing an asynchronous instructional model and provide short synchronous live lessons in accordance with the district's TEA asynchronous model which was approved by TEA. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, iPads, and Chromebooks. Students will have the opportunity to complete the assigned work at their own pace with guidance from the teacher and will also have access to an instructional support schedule that is predictable and sufficient.

Microsoft Teams is the district's digital platform that offers virtual communication and collaboration which is available through HISD @ H.O.M.E. Microsoft Teams provides a secure communication between teachers and students as well as 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 you will know what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure that students are clear on what is expected from them. Teachers will provide weekly student feedback on student performance and monitor students' progress toward proficiency in skills and content.

## HORN ELEMENTARY MISSION STATEMENT

The fundamental purpose of Horn Elementary is to provide a diverse educational program in a creative environment that develops the global graduate to become a leader, a critical thinker, a college-ready learner, an adaptable and productive citizen, a responsible decision maker, and a skilled communicator.

## HORN ELEMENTARY SCHOOL OVERVIEW

Paul W. Horn ES is a neighborhood school in an urban neighborhood - Bellaire, Texas. Horn's enrichment program consists of six components: art, drama, STEM lab, life sports, music and science lab. Built in 1949, Horn has maintained a stable neighborhood population over the years. With a total school population of around 822 students for the 2019-2020 school year, Horn has become a melting pot of cultures. Students attend Horn from many different countries. Our demographics from 2019-2020 school year included: White-38%, Hispanic-16%, African American 5%, Asian-35%, and Two or more-6%.

The community is very involved at Paul W. Horn. Horn PTO supports many endeavors on campus. The "Master Plan" describes improvements planned for the campus which will prepare Horn for the educational challenges and will enable the school to continue the tradition of high-quality education which has been a hallmark of Horn for over 50 years. The PTO Executive Board and the PTO general body then approve these expenditures. Because of past parent efforts, technology is available in all classrooms.



## HORN ELEMENTARY LEADERSHIP TEAM

Our leadership and support staff are here to serve you. The following information will assist you in knowing who to contact for help.

Administrative Team		
<b>Principal</b>	Vanessa Flores	Vflores2@houstonisd.org
<b>Assistant Principal</b>	Evan David	Egrossma@houstonisd.org
<b>Teacher Specialist</b>	Marcela Landestoy	Mlandest@houstonisd.org
<b>Teacher Specialist</b>	Joel Bruff	Joel.Bruff@houstonisd.org
Support Staff		
<b>Social Worker</b>	Victoria Volanski	Victoria.Volanski@houstonisd.org
<b>Nurse</b>	Choya Brooks	Choya.Brooks@houstonisd.org
Department Contacts		
<b>Gifted and Talented</b>	Joel Bruff	Joel.Bruff@houstonisd.org
<b>IAT/504</b>	Evan David	Egrossma@houstonisd.org
<b>LPAC</b>	Marcela Landestoy	Mlandest@houstonisd.org
<b>Special Education</b>	Tricia Garrison	Tgarriso@houstonisd.org
Technology		
<b>IT Customer Service Representative</b>	Monica Mendez	Mmendez4@houstonisd.org

## STAFF DIRECTORY

PK - Mickey Banks - 1006	Science – Beth Faris - 1013
KN - Amanda Fuentes - 1011	Drama – Lisa Miller - 1012
KN - JaneAnn Mann - 1002	Art – Deborah Guelzow - 1029
KN - Amanda Marcoux - 1008	STEM Lab – Alex Jones - 1031
KN - Megan Mitchell - 1004	Music – Phillip Sammons - 1039
KN - Adrianna Shetsky - 1010	PE – Grace Phillips - 1065
KN - Anna Rosenthal - 1005	Library – Sherry Batke - 1059
1 <sup>st</sup> - Teresa Barton - 1056	SLC TREK – Annie Banh - 1047
1 <sup>st</sup> - Stephanie Fleischer-Bell - 1052	SLC – Jennifer Jones - 1043
1 <sup>st</sup> - Evelyn Gates – 1057	Resource – Tricia Garrison - 1050
1 <sup>st</sup> - Emily Melloul - 1053	Speech – Jennie Levy
1 <sup>st</sup> - Stacy Reichstein - 1058	SLC Asst. – Jennifer Jones - 1043
1 <sup>st</sup> - Diquana Shields - 1055	SLC Asst. – Carlton Wildman - 1043
2 <sup>nd</sup> - Chinwe Asiegbonam - 2008	SLC Asst. – Marlenny Alcantar - 1047
2 <sup>nd</sup> - Brittani Brown - 2003	SLC Asst. – Iris Gonzalez - 1047
2 <sup>nd</sup> - Tracey Clary - 2005	Principal – Vanessa Flores – 1022
2 <sup>nd</sup> - Alison Cline - 2006	Assistant Principal – Evan David – 1023
2 <sup>nd</sup> - Elizabeth Connelly - 2007	Teacher Spec. – Joel Bruff – 1019
3 <sup>rd</sup> – Nicki Ellis – 2011	Teacher Spec. – Marcela Landestoy – 1018
3 <sup>rd</sup> - Rebecca Hutchins – 2009	Nurse – Choya Brooks - 1038
3 <sup>rd</sup> - Afra Khan - 2012	Social Worker – Victoria Volanski - 1041
3 <sup>rd</sup> - Nicole McAdams – 2013	Secretary – Cheryl Neal - 1024
3 <sup>rd</sup> - Shannon Talley – 2016	Clerk – Shelia Bagley - 1027
4 <sup>th</sup> – Kathy Dromgoole - 2025	Clerk – Lauryn Ybarra - 1027
4 <sup>th</sup> – Kaitlin Duffy - 2020	Registrar – Donna Keller - 1026
4 <sup>th</sup> – Allison Harris - 2028	CNS – Monica Mendez - 1018
4 <sup>th</sup> – Tiffany Thorn - 2028	Plant Operator – Herbert Reese - 1078
4 <sup>th</sup> - Carrie Turner - 2014	Custodian – Victor Hernandez - 1078
4 <sup>th</sup> – Madalyn Webster - 2030	Custodian – Hollis Freeman - 1078
5 <sup>th</sup> - Laura Anderson - 2029	Custodian – Araceli Chavez - 1078
5 <sup>th</sup> - Bonnie Bonem - 2035	Cafeteria Manager – Victoria Means - 1074
5 <sup>th</sup> - Lauren Friedlander - 2031	Cafeteria – Melanie Carmouche - 1074
5 <sup>th</sup> - Michael Hunt - 2034	Cafeteria – Ruby Williams - 1074
5 <sup>th</sup> - Traci Surlles - 2033	

## SHARED DECISION-MAKING COMMITTEE (SDMC)

Horn's SDMC is an elected body made up of professional staff, paraprofessional staff, parents, community members, and business partners. This committee's function is to monitor and evaluate progress of the School Improvement Plan.

There are several standing committees including School Improvement Plan (SIP), Budget, and Curriculum, and special subcommittees such as Safety/Security/Discipline, Technology, School Attendance Committee, and Faculty Advisory operate as components of the Shared Decision-Making Committee. These groups address school planning, staffing patterns, budgeting, staff development, safety, curriculum, and school organization as part of their responsibilities. The Horn website carries SDMC highlights in each publication. The SDMC dates are noted on the school calendar.

## 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
- Principal or principal designee (or Leadership Teams) will check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Monitor attendance, grades, and interventions
- Complete required online professional development
- Establish a virtual learning schedule for remote instruction
- Student online discipline should be addressed 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
- Appraisers check-in with teachers and visit their virtual classes for at least 15 minutes on a weekly basis
- Check email daily and respond within 24 hours



- Attend 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.
- Complete required online professional development
- Campus administrators will administer assessments as guided by the Student Assessments department

### COUNSELOR/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
- Communicate with the Office of Special Populations regarding services provided to students
- Complete required virtual professional development

### TEACHERS

- Create an instructional support schedule in which teacher interactions are predictable so that students know how and when to interact
- Construct and provide students with a course syllabus to convey goals, objectives, and class expectations
- Course syllabus needs to also include expected student progress for remote synchronous learning that is defined by day and tied to the overall course coverage
- 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 engagement of academic work is equivalent to the engagement over a normal school year
- Provide student feedback weekly including next steps or necessary remediation to improve student performance
- Post instructional resources and materials on the HUB
- Ensure students can access instructional resources and materials when needed
- Check email daily and respond within 24 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

#### 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

#### LIBRARIAN

- Collaborate with the Academic Instructional Technology team to support remote instruction
- Assist students and staff with awareness and accessibility to digital resources
  - Databases
  - E-books and audiobooks
  - Websites and platforms
  - Virtual services and online opportunities (author talks, virtual field trips, HPL resources, etc.)
- Provide copyright guidelines as conveyed by Library Services for online read-alouds
- Circulate books and library resources prior to school closure (if possible) for use during at home learning
- Ensure books and library resources are retrieved in accordance with pandemic disaster recovery protocol, as stated in the Library Services handbook
- Conduct or provide access to online read-alouds that follow copyright guidelines per the publisher

- Complete required online professional development

## NURSE

- Duties and responsibilities will be delegated by the office of Health and Medical Services
- Complete required online professional development

## 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
- Know how to navigate access and navigate online resources
- Complete independent reading goals

## PARENTS

- Learning at home can be a balancing act. However, establishing 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 and 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.
- Some 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
- Horn’s Instructional Technology Customer Service Rep
- Microsoft Teams Support
- Microsoft Training for Office 365

### THE HUB (IT’S LEARNING)

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
- Horn’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

### 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.



## CONTENT DELIVERY

### ASYNCHRONOUS INSTRUCTIONAL 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 instruction and will be implementing an 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. In alignment with the district, Horn's instructional blocks begin with a short live lesson, followed by time for small group and independent work.

### DESIGN OF INSTRUCTIONAL MATERIALS AND CONTENT

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

The document on the following page was designed to help teachers capture the above components in a concise manner. 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.

## Week at a Glance

September 8-11, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Math</b>	Objectives	Objectives	Objectives	Objectives	Objectives
	•	•	•	•	•
	Activities	Activities	Activities	Activities	Activities
	•	•	•	•	•
	Materials	Materials	Materials	Materials	Materials
	•	•	•	•	•
<b>ELA</b>	Assignments	Assignments	Assignments	Assignments	Assignments
	•	•	•	•	•
	Objectives	Objectives	Objectives	Objectives	Objectives
	•	•	•	•	•
	Activities	Activities	Activities	Activities	Activities
	•	•	•	•	•
<b>Science</b>	Materials	Materials	Materials	Materials	Materials
	•	•	•	•	•
	Assignments	Assignments	Assignments	Assignments	Assignments
	•	•	•	•	•
	Activities	Activities	Activities	Activities	Activities
	•	•	•	•	•
<b>Social Studies</b>	Objectives	Objectives	Objectives	Objectives	Objectives
	•	•	•	•	•
	Activities	Activities	Activities	Activities	Activities
	•	•	•	•	•
	Materials	Materials	Materials	Materials	Materials
	•	•	•	•	•
<b>Enrichment</b>	Assignments	Assignments	Assignments	Assignments	Assignments
	•	•	•	•	•
<b>Reminders</b>	•	•	•	•	•

# VIRTUAL EXPECTATIONS

## MICROSOFT TEAMS



## INFRACTIONS

Just as in the physical classroom, it's important to uphold clear expectations for learning in the virtual classroom. If a student does not meet the expectations stated above, we will use the infraction chart below to guide the student in changing their behavior.

Frequency	Next Steps
<b>First Occurrence</b>	Teacher talks with the student about the infraction. The teacher may reach out to the student's parents if he/she feels it's warranted.
<b>Second Occurrence</b>	Teacher talks with the student's parents about the infraction. The teacher will explain to the parents the student's infractions and the corrective steps taken. The teacher will work the student and parent to develop a corrective plan of action.
<b>Third Occurrence</b>	Teacher talks with the student and parent about the infraction and informs the appropriate administrator of the student's third occurrence. The administrator will contact the student's parents to discuss the corrective plan of action and needed next steps to modify the behavior.

## DAILY SCHEDULE FOR VIRTUAL LEARNING

	PreK	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	
8:30		Block 1 - small group instruction, independent work	Block 1 - small group instruction, independent work	Block 1 - small group instruction, independent work	group instruction, independent work	group instruction, independent work	group instruction, independent work	
8:40	Live lesson				Transition	Transition	Transition	
8:50					Special Pops Services - Intervention, GT extension, Independent Reading	Block 2 - live lesson	Block 2 - live lesson	
9:00	Break	Block 2 - small group instruction, independent work	Block 2 - small group instruction, independent work					
9:10					Transition	Transition	Transition	
9:20	Live lesson	Block 2 - live lesson	Block 2 - live lesson	Block 2 - live lesson	Transition	Transition	Transition	
9:30					Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	
9:40	Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	Core Enrichment - lesson	
9:50								
10:00	Core Enrichment - independent practice	Core Enrichment - independent practice	Core Enrichment - independent practice	Core Enrichment - independent practice	Core Enrichment - independent practice	Core Enrichment - independent practice	Core Enrichment - independent practice	
10:10								
10:20								
10:30	Break	Block 2 - small group instruction, independent work	Block 2 - small group instruction, independent work	Block 2 - small group instruction, independent work	Block 2 - live lesson	Block 3 - live lesson	Special Pops Services - Intervention, GT extension, Independent Reading	
10:40					Block 2 - small group instruction, independent work			Block 3 - small group instruction, independent work
10:50	Independent Work Time							
11:00								
11:10	Lunch							
11:20	Lunch							
11:30	Lunch							
11:40	Recess	Block 2 - small group instruction, independent work	Block 3 - live lesson	Block 3 - live lesson	Block 3 - live lesson	Special Pops Services - Intervention, GT extension, Independent Reading	Block 3 - live lesson	
11:50							Block 3 - small group instruction, independent work	
12:00	Live lesson	Block 3 - live lesson	Block 3 - independent work	Block 3 - independent work	Block 3 - small group instruction, independent work		Block 3 - small group instruction, independent work	
12:10					Transition	Transition	Transition	
12:20	Small Group & Independent Work	Block 3 - small group, independent work	Block 4 - live lesson	Block 4 - live lesson	Block 4 - live lesson	Block 4 - live lesson	Block 4 - live lesson	
12:30								
12:40				Block 4 - independent work	Block 4 - independent work	Block 4 - independent work	Block 4 - independent work	Block 4 - independent work
12:50								
1:00	Rest Time	Recess	Recess	Recess	Recess	Recess	Recess	
1:10								
1:20								
1:30	Teacher Open Lab on TEAMS (PreK-5): Additional time for student questions and assistance				Teacher Open Lab on TEAMS (PreK-5)	Teacher Open Lab on TEAMS (PreK-5)	Teacher Open Lab on TEAMS (PreK-5)	
1:40								
1:50								
2:00								
2:10	Targeted Assistance Block (PreK-5) *Time for independent work time & assignment upload *Time for Special Pops services (PreK-2) *Time for family outreach							
2:20								
2:30								
2:40								
2:50								
3:00								

## ELEMENTARY 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 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 Myon, MackinVia and HPL</li> </ul> </li> <li>• Teachers provide opportunities for small group instruction</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Teachers facilitate short, synchronous live whole class interactions (short synchronous instruction, SEL, etc.) with students via Teams per week.</li> <li>• Students complete Master Course or other work as assigned by teachers independently</li> <li>• Teachers provide opportunities for 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 via Teams per week.</li> <li>• Students complete Master Course or other work as assigned by teachers independently</li> <li>• Teachers provide opportunities for 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 via Teams per week.</li> <li>• Students complete Master Course or other work as assigned by teachers independently</li> <li>• Teachers provide opportunities for small group instruction</li> </ul>
Special Areas (Art, Music, PE, and LOTE)	<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 other work as assigned by teachers independently</li> <li>• Teachers provide opportunities for 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>	G Suite is a suite of cloud productivity and collaboration tools, software and products developed by Google. <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>	Create and collaborate via interactive multimedia virtual bulletin boards to create	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, and more	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 brainstorm together. <b>HISD provides students and 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>	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="#">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 directory 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

## HORN GRADING POLICY

Students enrolled in remote virtual instruction follow the same grading policies as in person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models. 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. Grades should reflect student mastery of the content being taught and should not overly rely on student work habits.

How many assignments will my child be required to complete?	There will be 2 graded assignments per week per subject.
Is there a difference for Prekindergarten and Kindergarten?	Prekindergarten and Kindergarten use a standard-based report card so there may be differences in the type and amount of work that is assigned.
Will grades be broken into weighted categories?	No. All grades will be in a single category by subject.
When are daily assignments due?	Students will have until 11:59pm each day to complete the work assigned.
When will we receive progress reports and report cards?	Report cards will run on a 6 week cycle this year progress reports will be run 3 weeks into each grading cycle.
Will my child have homework?	Students enrolled in remote virtual instruction will not have additional homework assignments.



## GRADING SCALE

While all grades are reported as numeric scores, these scores will represent various levels of achievement that can be compared to letter grades. The following is HISD's grading scale.

LETTER GRADE		
90 – 100	A	Excellent
80 – 89	B	Good
75 – 79	C	Fair
70 – 74	D	Passing
69 or below	F	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.

## BASIS FOR GRADING

The District Grading Policy, HISD Board Policy EIA (LOCAL), includes the following provisions:

A classroom teacher shall be required to assign a grade that reflects the student's relative mastery of an assignment; 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 *A student may be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.*

***\*Horn Policy-A student may be allowed a reasonable opportunity to make up or redo a class assignment only, not exams for which the student received a failing grade.***

***Students receiving special education services will be able to make up or redo a class assignment or exam, except spelling tests, for which the student received a failing grade based on an individual basis.***

- Horn Elementary defines reasonable opportunity as one week for correct and returns, after the assignment was returned to the student.

**As a result of this policy, classroom teachers shall enter weekly grades for all courses for each student into HISD Connect.** If extenuating circumstances prevent the use of HISD Connect by any teacher or certified associate teacher designated as Teacher of Record for any grading period or any course, an appropriate alternative method for keeping records of course grading (i.e. hardcopy gradebook) must be in place to provide support for any grades entered into HISD Connect manually. In such circumstances,

additional principal supervision is necessary. If a long-term certified associate teacher is designated as the Teacher of Record, they will be provided access to HISD Connect. An administrator, department chair or lead teacher should monitor that grades are being posted on a weekly basis either in HISD Connect or a hardcopy gradebook.

Student grades will be determined by teacher evaluation of growth attained during the significant learning activities conducted by the teacher in a given reporting period. The teacher will take into consideration all available data in judging a student's achievement in relation to the grade or course-level standards. The following indicators may be used (as appropriate) to verify that the student has mastered the required standards in a subject area:

- Standardized test performance
- Notebooks and other class work
- Projects
- Performances
- Observation
- Teacher-made tests
- Term papers.

This information will be documented in the teachers' class record books, students' work folders, etc., and be available to parents upon request.

As an important part of the evaluation process, effective teachers identify performance standards, communicate specific expectations for achieving standards, and provide ongoing feedback as a student works to complete a task. They plan time for in-class conferences, make corrective comments applicable to all students, and provide private conversations and written comments on papers.

EL students in ESL programs will be assessed on progress in subjects taught in English using ESL methods. Teachers should note that appropriate linguistic accommodations must be provided for ELs and grading should reflect the student's efforts at this level.

**Students with disabilities are assessed on their progress toward their IEP goals and objectives. The ARD/IEP committee does not assign or reverse grades. Students are graded as follows:**

**70-79 is awarded if the student shows evidence of demonstrating knowledge and skills.**

**80-100 is awarded if the student shows evidence of exceeding expectations toward demonstrating knowledge and skills.**

## GRADE CHANGES

The **only** reasons for changing a student's grade after it has been recorded are:

- ◆ If there was an error in the computation of the student's grade; or
- ◆ If an error was made entering grades into the teacher's grade book.

All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. A principal may not arbitrarily change a grade. All changes must be made before the end of the next grading period.

After a cycle grade has been recorded, no additional class work may be accepted to improve a student's grade. If work assigned during the cycle was not completed, the student should receive an "INC," and the grade changed when the work is completed within the required time frame.

A sample Grade Change form to assist schools in documenting teacher grade changes may be found on the forms channel.

## GRADE REPORTING

A progress report will be sent home after the 3<sup>rd</sup> week of each grading cycle for students with a 74 average and below. 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 period. Student online discipline should be addressed according to the district's student code of content.

## 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. Before a conduct grade of a "P" (poor) is given, the following process should have taken place:

- Personal conference with the student to determine the problem.
- Inform parent by phone, in writing, by email, or through personal conference, of the problem.
- Document teacher intervention.

## CORE ENRICHMENT/SUPPLEMENTAL COURSES

The following grading scale is used for Enrichment and Supplemental courses for elementary students in grades 1 – 6:

E	-	Excellent
S	-	Satisfactory
N	-	Needs Improvement
U	-	Unsatisfactory

\*Horn ES gives all students a satisfactory (S) in enrichment courses due to the large school enrollment.

### **Elementary Work Habits/Citizenship**

If a student's work habits are satisfactory, no marks will be given to a student. However, if a student “needs improvement” in any of the citizenship areas, an “N” will be gridded to indicate there is a need for improvement.

Each student's work habits are evaluated in the following areas at the end of each grading cycle:

- Effective Use of Time/Material
- Follows Classroom Directions
- Class Participation
- Completes Homework
- Completes Classwork
- Is Courteous
- Works and Plays Well with Others
- Follows Classroom Rules
- Adheres to the rules outlined in HISD’s Acceptable Use Policy for Electronic Services for Students

## PROMOTION STANDARDS

Students in grades 1-5 must meet state requirements of overall yearly average of 70 or above and the local requirement of an average of 70 or above in four core courses: reading, other language arts, mathematics, and science or social studies. Must have sufficient attendance.

## ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. Academic dishonesty includes cheating or copying work of another student, plagiarism, and unauthorized communication between students during an

examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

See: The Code of Student Conduct: Level II Acts of Misconduct

## ATTENDANCE

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

Students can engage with their teacher through the following:

- 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.
- Interaction with teacher via Teams as part of live or small group instruction.
- 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.

Attendance will be taken at 10 AM and 2:30 PM. Students who have not logged in will be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m. of the same day via the HUB. Any absences recorded but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records of the HUB. If a student is engaged in remote learning and completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “absent” for Tuesday-Friday.

## STUDENT ASSESSMENT

Ensuring academic progress for all students is essential to inform instructional practice for asynchronous instruction. The district has adopted Ontrack, Renaissance, and the HUB as tools to support systems to measure academic progress. The following forms of assessments will be used to assess and measure student academic progress:

### **Formative Assessment**

“Formative Assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” (Popham, 2011). These assessments, also called assessments for learning, inform teachers’ instruction and provide students feedback. Students and teachers can use formal and informal assessment methods to measure progress and gather evidence that impacts both student learning and instruction.

### **Tools for Formative Assessment Data**

Formative assessment data can inform teachers’ instructional decisions. When done continuously and systematically, the data acquired serves as a basis for feedback in helping to improve student learning. To maximize the power of formative assessments, students need to be clear on what the learning target is and have a clear understanding of exemplar products. Interventions and other support should be based on this data. As a result, the tools that we use are critical in ensuring we receive proper information to make the appropriate instructional decisions. Essential district tools include OnTrack, Renaissance, and the HUB. These are powerful tools that can yield much information on how to improve instructional practice when used appropriately.

### **When Do I Use the Renaissance Universal Screener?**

Renaissance is administered multiple times throughout the year to help identify students who might be at risk for learning difficulties and monitor for progress.

The universal screener is used to monitor every student’s progress regardless of achievement levels. Students’ grade-level scores compare their growth between assessment periods to their grade-level peers nationwide. Teachers and campus leaders use the universal screener to monitor the growth of students, both struggling and high achieving, making universal screener data meaningful for all students

and their teachers. Renaissance may also be administered from home to support instructional continuity.

Progress Monitoring is used to confirm students' growth potential and to determine if implemented interventions are resulting in achieved student growth. Universal screening reports are used to identify or predict students who may be at risk for poor learning outcomes. Students identified are then provided targeted interventions and monitoring often following Response to Intervention (RTI) protocols (Jenkins, Hudson, & Johnson, 2007). Beginning in 2017-18, HISD used the universal screener for math and reading for grades K-12 for three assessment administrations: Beginning of Year, Middle of Year, and End of Year.

### **Snapshots & Other HISD Authored Assessments**

All assessments tied to Texas learning standards or reading level (e.g., TEKS, Lexiles, and Fountas and Pinnell Guided Reading) are recorded on the district's assessment platform (OnTrack). HISD Curriculum provides a series of brief, curriculum-based Snapshot assessments and longer district level assessments (DLAs) throughout the school year. Snapshot assessments, corresponding rubrics, and other district created assessments, found in OnTrack, are to be entered on the same platform. These district-level formative assessments are intended to support effective teaching and learning and to complement teachers' regular program of ongoing formative assessment with their students. The OnTrack platform supports full paper and online test administration options. OnTrack assessments may be administered in a home setting to support instructional continuity. The platform is device agnostic and can be taken by any device that uses a Chrome browser. OnTrack allows teachers to track TEKS over time and triangulate multiple sources of data and should be the primary tool used for formative assessment.

### **Campus-Level Assessments**

Campus-level assessments such as common assessments, rigorous exit tickets, and other standards-based tests and quizzes are an integral part of curriculum and instruction. As outlined in PL-2 and PL-3 of the HISD Instructional Practice Rubric, effective teachers use evidence of learning (assessment) to inform what they teach (the curriculum) and how they teach (instruction). When teachers use backwards lesson design to select or develop assessments that accurately measure student mastery of unit objectives, they ensure that they teach what matters most.

Effective assessments help both students and teachers gauge individual progress and build on strengths and address weaknesses. Therefore, students are given numerous opportunities to demonstrate their knowledge in many ways. Examples of campus level assessments are common assessments, rigorous exit tickets, performance products, rubrics, and other standards-based tests and quizzes given for the purposes of data analysis. When campus level assessments are done via OnTrack, teachers and campus leaders can have robust reporting capability to analyze student progress and mastery on student expectations across assessments.

### **How do I manage assessment in an asynchronous classroom environment?**

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. For more information, see [Virtual Assessment Options](#).



## THE HUB

### Checks for Understanding

HUB assessments should be given primarily for quick checks within a lesson. Checking-for-Understanding is what a teacher does when she continually verifies that students are learning what is being taught while it is being taught. Bill Younglove defines it as “the frequent, interactive checking of student progress and understanding in order to identify learning needs and adjust teaching appropriately.” Alternative formative assessment (AFA) strategies can be as simple but important as checking the oil in your car -- hence the name "dipsticks." They're especially effective when students are given tactical feedback, immediately followed by time to practice the skill. Please note that common assessments and final exams should not be given on the HUB. Most assessment should be done in OnTrack for effective TEKS tracking and triangulation.

### Assignment

- Open ended checks for understanding allow students to upload files of different types. Teachers can then access the file and check for understanding. Example: Teacher instructs students to search the internet and find and upload a picture to the assignment tool that accurately reflects an example of a fractal pattern in nature.
- Requires a manual check for understanding.
- Allows a grade to be assigned to individuals.

### Discussion

- Allows students to engage in a dialogue usually responding to a guiding question.
- Requires a manual check for understanding.
- Provides a report for individual students on the number of threads and comments posted.
- No grade can be assigned within the tool.

### Test

- Allows many different question formats.
- Allows for auto-graded check for understanding for non-open-ended questions.
- Data is reflected for individual students only
- Never anonymous
- Immediate feedback

## What is Authentic Assessment?

When considering how to assess student learning in a course, most instructors would agree that the ideal assessment would be one that not only assesses students' learning; it also teaches students and improves their skills and understanding of course content. One fundamental aspect of such assessments is that they are authentic.

An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or "clients" as well. According to Grant Wiggins (1998), an assignment is authentic if it:

- is realistic.
- requires judgment and innovation.
- asks the student to "do" the subject.
- replicates or simulates the contexts in which adults are "tested" in the everyday life.
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performance and products

Authentic assessments can be contrasted with conventional test questions, which are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. Conventional tests have an important place in instruction but cannot take the place of authentic assessments. The table below, drawn from Wiggins, illustrates the differences between typical tests and authentic assessments.

## MULTIPLE LOWER-STAKES ASSESSMENT

### Description

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. Consider the visual below:

Benefits as noted from the literature:

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

Open Notes Exams

## SPECIAL POPULATIONS

During virtual instruction, Horn 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 Horn Elementary 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)).

### SECTION 504 AND DYSLEXIA

Horn'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.

## MULTILINGUAL (ESL)

The Multilingual Department and Horn'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.

## INTERVENTIONS

Horn Elementary 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.

## GIFTED AND TALENTED

Horn Elementary 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.

## SOCIAL EMOTIONAL LEARNING

Social Emotional Learning Department promotes the process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

### **At Horn Elementary we will:**

#### **Leadership Team**

- Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns
- Assist with development of schoolwide behavior management systems to include implementation of progressive discipline management techniques and positive behavioral interventions and supports
- Check-in with students with identified instructional or behavioral/emotional supports
- Consult with behavior staff to develop tiered interventions and groups for students
- Use the SEL OneSource website to access and capture the following information:
  - HISD SEL Crisis Protocol
  - Sandy Hook referral process (Say Something Anonymous Reporting)
  - Parent consent and communication
  - Code of Student Conduct
  - TEC Chapter 37 Wraparound Services

#### **Teacher SEL Support:**

- Trainings and supports for Integrating SEL into Academics
- Teachers will plan for and meet with students each morning in a Morning Meeting
- Access to district wide virtual platform SEL curriculum (RethinkED)
- Self-guided training library via the HUB

- SEL Coordinator support with implementing SEL programming and effective classroom management across all platforms
- Troubleshoot specific Tiers II & III behavioral concerns
- Offer Professional Learning Community (PLC) on targeted needs
- Assess alignment of SEL competencies and effectiveness of interventions
- Incorporate Self Care and Mindfulness for teachers
- Monitor and reinforce Trauma Informed Practices to build capacity and measure behavior outcomes by focusing on needs of each student Inquiries [HISDSEL@houstonisd.org](mailto:HISDSEL@houstonisd.org)

#### **Students, Parents and Guardians at Home:**

- Establish routines to help the student be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health Let's Stay Connected Hotline @ 713-556-1340
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669 <http://www.saysomething.net/>
- Utilize resources and tools via <https://www.houstonisd.org/sel#>

#### **SEL supports (for students, parents and guardians) include resources and trainings on various topics such as:**

- Weekly Webinars based on current SEL and Mental Health topics
- How to effectively utilize SEL resources at home to provide hands on tools to support scholars
- Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems, and offer various options and solutions to effectively respond to the behavior
- Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts
- Effective parenting for scholars experiencing trauma:
  - Identifying patterns of behavior and reactions that do not seem to “fit” the situation (triggers)
  - What distracts your scholar, makes him or her anxious, or results in negative behavior?

- Help your scholar avoid situations that trigger trauma
  - COVID19 may be a shared (collective) trauma for scholars and parents
  - Visit <https://www.houstonisd.org/sel#> for SEL parent resources



## School Social Work Services

School Social Work services are provided by a licensed Social Worker who is employed by the Houston Independent School District. Licensed School Social Workers are licensed under the Texas State Board of Social Work Examiners and possess a master's degree. The School Social Worker at Horn Elementary School is Victoria Volanski, LMSW.

Email: [Victoria.Volanski@houstonisd.org](mailto:Victoria.Volanski@houstonisd.org)

Phone: (713) 295-5264

**Services provided by licensed school Social Workers are not intended to replace the services provided by Licensed Clinical Counselors/Therapists.** School services are designed to assist the student with school-related issues and are solution-focused in nature. The format may be either small group or individual sessions conducted in person or virtually, when appropriate.

Social Work sessions will remain confidential except when certain legal restrictions arise and confidentiality cannot be maintained. These cases include, but are not limited to, child abuse, danger to oneself, danger to others, and illegal words/actions.

All students enrolled at Horn Elementary School are automatically opted in to receive social work services due to the student being enrolled in HISD and the social worker being an HISD employee. **In the case that a parent does not want their child to be seen by the social worker, a form must be signed by both the parent and the social worker. This form can be found in the Horn Handbook and on the Horn website. If you would like your student to opt out of social work services please fill out the form and turn it in to the Horn office or email it to Victoria Volanski, LMSW.**

Ms. Volanski currently participates in clinical supervision supervised by a licensed clinical social worker who is not employed or associated with Houston ISD. This supervision is focused on further developing clinical judgment and skills. During supervision Ms. Volanski has the opportunity to discuss work done on campus and received input, feedback, and support related to treatment decisions and best practices in accordance with the National Association of Social Workers (NASW) code of ethics.

## School Social Work Services Parent Opt-Out Form

\_\_\_\_\_ I don't give permission for my child \_\_\_\_\_ to receive social work services at the Horn Elementary School.

\_\_\_\_\_ I understand that in the case of my child needing to be assessed for a crisis, the assessment will still be carried out by the Social Worker or another trained HISD employee.

\_\_\_\_\_ I understand that by nature of School Social Workers being employees of HISD, they may still have some contact with my child, but my child will not be seen for individual or group sessions by the school Social Worker.

**This form expires at the end of the current calendar school year as reflected by the date signed below.**

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Worker Printed Name

\_\_\_\_\_  
Social Worker Signature

\_\_\_\_\_  
Date