

Travis Elementary School
A Vanguard Magnet and Neighborhood Campus
Houston Independent School District

Instructional Continuity Plan

For periods of Virtual (Remote) Learning

2020-2021



**3311 Beauchamp Street
Houston, Texas 77009
713-802-4790
713-802-4795 (Fax)**

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

Our mission is to empower the whole child by providing a safe and respectful academic environment that cultivates critical and creative thinking, social consciousness, and initiative in each student.

Instructional Continuity Team	
Staff Member	Role
Tom Day	Principal
Sara Lytle	Assistant Principal
Natalia Junkans	Instructional Specialist
Leslie Smith	School Counselor
Mary Oliver	Special Education Chair
Sarah Butler	Kindergarten Teacher
Parker Wepasnick	1 st Grade Teacher
Morgan Tomchesson	2 nd Grade Teacher
Ali Luna	3 rd Grade Teacher
Lauren Stackenwalt	4 th Grade Teacher
Michelle Figueroa	5 th Grade Teacher
Sharon Dodd	PE Coach

Shared Decision-Making Committee (SDMC) Members	
Name	Position (Term Expires)
TBD	Business Member
McGregor, Cody	Community Member
Snead, Lauren	Community Member
Sternfels, Melissa	Community Member
French, Andrea	Parent
Sumners, Jessie	Parent
Day, Tom	Principal
Gauthier, Maria	Classroom Teacher (2021)
Gonzales, Sarah	Classroom Teacher (2021)
Luna, Alejandra	Classroom Teacher (2021)
O'Rourke, Meredith	Classroom Teacher (2022)
Rayner, Taylor	Classroom Teacher (2022)
Keevill, Danetta	School-based Staff (2022)
Oliver, Mary	School-based Staff (2022)
Sanchez, Mayte	Non-Instructional Staff (2021)

Staff Directory		
School Principal	Tom Day	tday1@houstonisd.org
Social Emotional	Leslie Smith, School Counselor	lsmith37@houstonisd.org
Gifted & Talented	Sara Lytle, Assistant Principal	slytle@houstonisd.org
Technology Needs	Natalia Junkans, Instructional Specialist	njunkans@houstonisd.org
Special Education	Mary Oliver	moliver1@houstonisd.org
	Allison Muñoz	Allison.OrtegaMunoz@houstonisd.org
504 Services	Rachelle Varnon	rvarnon@houstonisd.org
ESL & Testing	Natalia Junkans	njunkans@houstonisd.org
Volunteer Opportunities	Parentinvolvement@travispta.org	
HISD Reopening	https://www.houstonisd.org/Reopening	
HISD Cyber Safety	https://www.houstonisd.org/Page/111615	

Technology Systems to Support Continuity of Learning

During the remote operation of school, teachers and students will use HISD-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.

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. Teachers will use Microsoft Teams to provide virtual instruction, student support, and other communicative needs of students. Where to get support: [Academic Instructional Technology Training](#). See next pages for step-by-step instructions for accessing your child's classes set up in Microsoft Teams.

Student Safety Guidelines for Using Microsoft Teams

Houston ISD has granted students access to all features the **Microsoft Teams platform** has to offer.

Travis teachers are working to ensure our district adopted communication platform, Microsoft Teams, provides a safe, interactive classroom experience. We have enjoyed the way we can communicate with our students through this medium. Even though we are not able to see our Tigers in person, this platform has given us a personal connection to them.

HOWEVER ...

It is important to know that students have access to the program's features during periods without adult monitoring or supervision, which includes:

- Ability to initiate or receive notifications of live chat sessions and/or video calls
- Access to participate in these sessions with a classmate, groups of classmates, or any other students or personnel inside the HISD network, 24 hours a day, 7 days a week.
- Access to communication features such as muting/unmuting others' microphones and video display

At Travis Elementary, students are NOT permitted to use the Microsoft Teams platform with other individual students or groups of students outside of scheduled classroom meeting times.

Like any device or online communication platform, it is important to check in with your child to ensure that they are following safe forms of online communication. Families, please set the following expectations for your child's Microsoft Teams usage at home to ensure the safety of all our students:

- Communicate respectfully and appropriately with others during scheduled classroom meeting times.
- Refrain from private chats during live instruction. (Instructions on disabling chat notifications can be found below.
- Report improper use of chat sessions and/or video calls to the classroom teacher.

For more information and guidance on Internet safety and acceptable/unacceptable online behavior, read the Houston ISD **Acceptable Use Policy for Electronic Services for Students** by clicking [HERE](#), reference the Houston ISD **Code of Student Conduct** by clicking [HERE](#), or reference the 'Safe Computing' link on the HISD Information Technology webpage by clicking [HERE](#).

Please help us by monitoring your child's usage of Microsoft Teams and having conversations with your child about their digital footprint. Together, we can provide a safe and effective way for our students to connect.

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. The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device and demonstrate 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](#). See next pages for step-by-step instructions for accessing the HUB.

Our students will use iPads and/or laptops to connect virtually with instruction via the HUB and Microsoft Teams. The district provides trainings for these platforms, both in live time and recorded for later access. Technology assistance needs should be directed to:

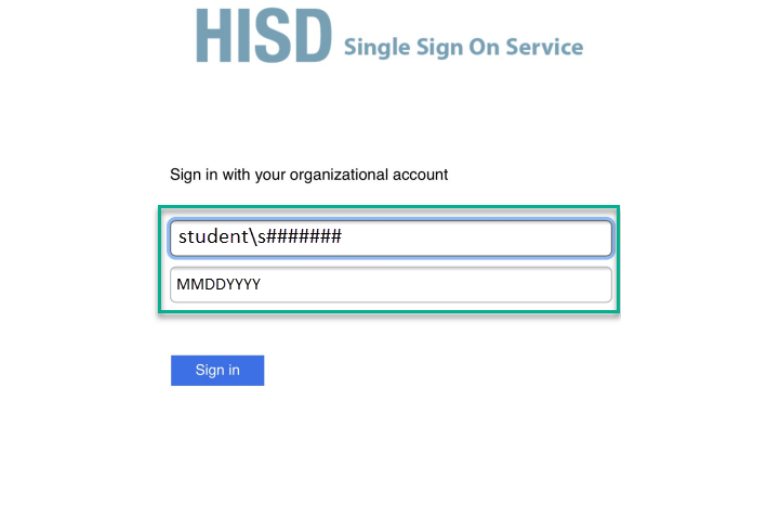
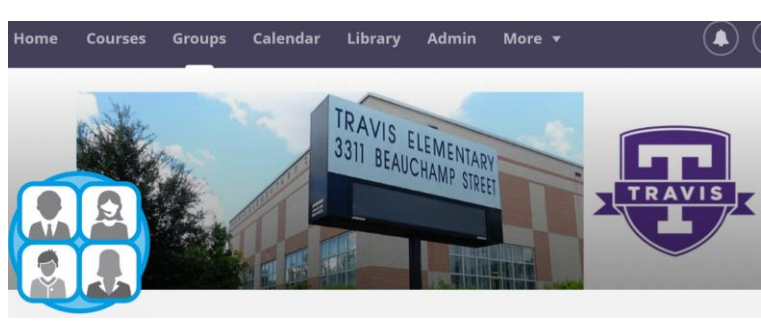
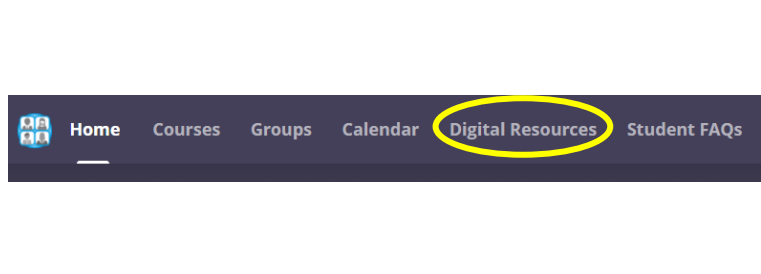
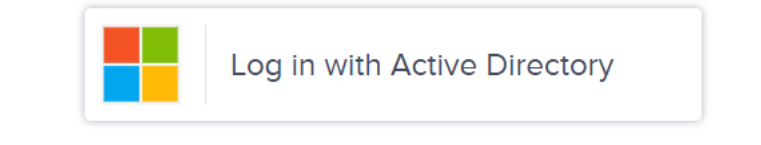
HISD Technology Service Desk Phone
713-892-7378
Email: servicedesk@houstonisd.org



Accessing the HUB & Digital Resources


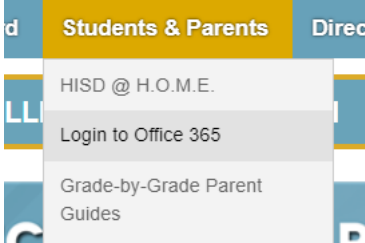
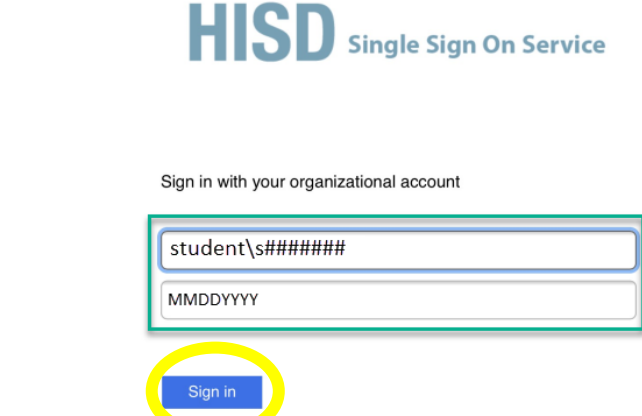
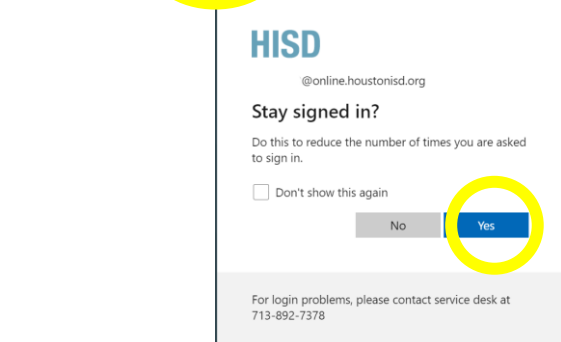
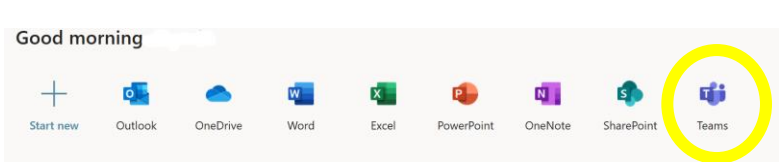
Student ID: _____

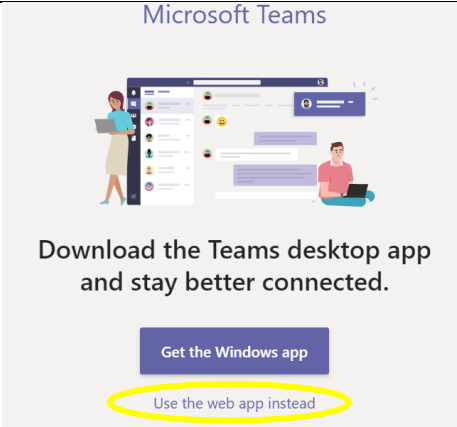
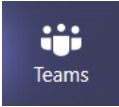
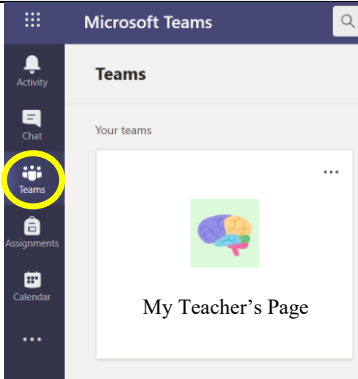
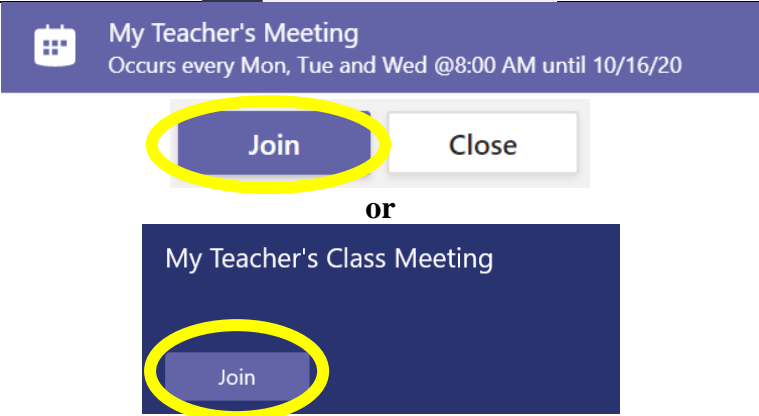

Student Password: _____

<ul style="list-style-type: none">• Navigate to http://www.houstonisd.org/hub• You will be taken to the HISD Single Sign-On Service page.• The student's username should be entered as: student\s##### where the #'s are the student's ID number or s#####@online.houstonisd.org• The student's password should be entered as the student's 8-digit date of birth (no slashes): MMDDYYYY Click Sign in	
<p>Welcome to the Travis HUB landing page!</p>	
<h2>Digital Resources</h2>	
<p>At the top of the menu bar Click on Digital Resources to access additional resources. You may need to click on 'More' (on the far right) to access Digital Resources.</p> <p>You have arrived! OR ...</p>	
<p>Click on Log in with Active Directory</p>	



Accessing Microsoft Teams from the Web

<p>Navigate to www.houstonisd.org or office365.houstonisd.org</p>	
<p>Hover over Student & Parents on the menu bar Click on Login to Office365</p>	
<ul style="list-style-type: none"> You will be taken to the HISD Single Sign On Service page. The student's username should be entered as: student\s##### where the #'s are the student's ID number or s#####@online.houstonisd.org The student's password should be entered as the student's 8-digit date of birth (no slashes): MMDDYYYY Click Sign in 	
<p>Click Yes to stay logged in.</p>	
<p>Click on the Teams icon from the list.</p>	

<p>Click on Use the web app instead (If you have already downloaded the Windows app you may use that button instead.)</p>	
<p>Click on the Teams icon located in list to the left of the screen</p>  <p>Click on your teacher's square class icon.</p>	
<p>In the Posts area in the center of the screen, click on your teacher's posted meeting notice (the blue area) to open your classroom's meeting, then click Join on the top right corner of the page.</p> <p>or</p> <p>If you see this darker blue block, your teacher has already started the meeting and you can click Join.</p>	
<p>Click the microphone and video slide bars to turn off those features before joining. (Your teacher will ask you to turn on once the class meeting begins.)</p> <p>Click Join Now</p>	
<p>If you receive this message, wait for your teacher to start the meeting.</p>	<p>When the meeting starts, we'll let people know you're waiting.</p>
<p>If you receive this message, you are in the lobby and your teacher will let you in shortly.</p>	<p>We've let people in the meeting know you're waiting.</p>
<p>Success!</p>	<p>Once admitted by your teacher, you will see your teacher and classmates!</p>

Instruction

During periods of virtual (remote) learning, Travis Elementary will ensure:

- Alignment and continuity of classroom schedules and course content across grade levels
- Alignment to state Texas Essential Knowledge and Skills (TEKS) and Houston ISD Curriculum Scope and Sequence
- Differentiation of instruction for all levels of learners
- Live daily connection to teachers
- Holistic approach to student social emotional learning and development, and responsiveness to student needs

The official school day is 7:30 a.m. – 3:00 p.m. and will include:

- Daily 20-to-30 minutes live whole-class Community Building Time (CBT) via Teams with homeroom teacher – Social Emotional Learning and connection
- Two daily 20-to-30-minute live whole-class sessions via Teams with Core Foundation teacher(s)
- Differentiated instruction in small groups with teacher(s)
- Daily 20-to-30-minute live whole-class sessions via Teams with Core Enrichment teachers (PE, Music, Art, Creative Movement, Library)
- Daily independent work (asynchronous learning) assigned via the HUB
- Uniform daily learning schedules across grade level classes
- Uniform daily classwork, assessments, and learning activities assigned by teachers across grade level classes

While teachers will provide daily learning activities that span the full school day, it is very important to remember that families have flexibility in how they manage student learning from home.

Small group instruction time provides opportunity for differentiating and individualizing instruction as teachers will target individual student needs in both skills development and concept extension. The first few weeks, teachers will administer reading and math screeners, developmental reading assessments, student interest surveys, and other tools for assessing student strengths and passions. As the year goes on, students will be given individualized learning opportunities with the teacher in small groups and through interest-based learning activities and individual projects.

Social Emotional Learning

Students will be given 30 minutes of daily live **Community Building Time (CBT)** with their homeroom teacher via Teams. Teachers will concentrate on building students' social-emotional skills through a variety of techniques, including community circles, character lessons, mindfulness activities, and others.

School Counselor Leslie Smith will develop and implement a Comprehensive School Counseling Program that provides services to students, parents, school staff and the community in the areas of direct student services, school counseling core curriculum, individual student planning, responsive services, and indirect student services.

Ms. Smith will provide guidance lessons to students to be delivered during classroom community building time and school-wide during the morning announcements. She will meet with students one-on-one and in small groups to help students develop skills to manage their emotions, form positive relationships, feel empathy for others, make responsible decisions, become lifelong learners, as well as advocate for their academic success and social-emotional well-being.

Core Enrichment

Our Core Enrichment class rotation will include six offerings this year: **PE, Art, Music, Creative Movement, and Library, as well as Technology Skills**, which will include asynchronous learning activities teaching keyboarding, Internet safety, digital literacy, and citizenship.

Special Populations Support

Special Education

Children receiving services under Special Education will receive additional live instruction during small-group time blocks or during scheduled afternoon asynchronous learning time. Students will not miss any core instruction from their content teachers. Special Education teaching assistants will attend whole-group learning lessons and will then provide live support to students during their independent work time, modifying assignments and providing supports according to IEPs.

Dyslexia

Children receiving dyslexia services under a Section 504 plan will receive additional live instruction during small-group time blocks or during scheduled afternoon asynchronous learning time. Students will not miss any core instruction from their content teachers.

English Learners (ELs)

Students identified as ELs will participate in differentiated small group instruction utilizing Proficiency Level Descriptors (PLDs), Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). ELs will engage in lessons through Imagine Language and Literacy as assigned by teachers. Teachers will create opportunities for students to collaborate during asynchronous lessons addressing linguistic domains: Reading, Listening, Speaking and Writing.

Gifted and Talented

Teachers will collaborate to create and implement student Gifted Education Plans (GEPs) to individualize and differentiate instruction. Teachers will use small group times for ability grouping to extend depth and complexity in thinking, application of concepts, and for supporting interest-based assignments and Project Based Learning activities.

Grading Policy

All six-week cycle graded work will be used in the calculation of the final average for any class. Graded assignments will be clearly noted on students' HUB class page(s). Grades should accurately reflect the progress of the student and mastery of grade level skills. Teachers in Grades 1-5 are required to post grades into *PowerTeacher Pro*, HISD's online grade book system, within one week of the assignment. Families can access student grades, attendance, and academic history through the HISD Connect Parent Portal (<https://www.houstonisd.org/ParentPortal>).

For students in Kindergarten, subjects are marked according to the scale listed on the report card. For students in Grades 1-5, report card averages in each of the core academic subjects (Reading, Language Arts, Math, Science, and Social Studies) shall be based on the following weights:

- Test and project grades are recorded into the grade book twice.
- Classwork grades are recorded into the grade book once.
- A minimum of 2 grades per week per content area must be inputted into the grade book.

Reassessment

Grades earned below 70% on a summative assessment automatically qualify for reassessment. Students will be given one opportunity to retest and will receive the average of the original and retest grade with a maximum of a 70%. Reassessment methods include, but are not limited to:

- Observation
- Oral questioning
- Additional assignments
- Correcting tests under supervision of teacher
- Retesting using alternate version of exam

Make-up Work

Students who have an excused absence from school will have the same number of days to make up work provided by the teacher. In other words, a student who was absent for two days will have two days to turn in make-up work once he/she returns to school.

Modifying Work

Some students have allowable accommodations/modifications, per Special Education IEPs. (Section 504 students are allowed accommodations only.) Teachers should clearly communicate with parents on this topic.

Projects

Teachers assigning Projects or Project Based Learning activities will provide standards and expectations with a list of requirements and/or grading rubric(s). Parents are asked to facilitate, but the work itself should be completed by the student. Rubrics should award points for projects that are turned in on time and include point deductions for work or projects turned in late.

Progress Reports and Report Cards

Progress reports are provided following the third week of the grading period to all students in Grades 1-5. Report cards are provided at the end of the six-weeks grading period to all students in Grades K-5.

CRITERIA FOR GRADING ACADEMIC SUBJECTS (Grades 1-5)	
<u>GRADE</u>	<u>CRITERIA</u>
90-100	Excellent quality of work; thorough mastery of subject.
80-89	Good quality of work; above average with consistent effort.
75-79	Satisfactory quality of work; average achievement.
70-74	Below expected quality of work; below average achievement; significant support required from teacher in order to complete work.
Below 70	Unsatisfactory quality of work; not passing.

Student Attendance

Students who are engaged in daily learning as defined below will be considered 'Present' and will not be marked absent:

- Participation in the HUB, completion of independent reading or work assignments.
- Interaction with teacher via Microsoft Teams as part of live or small group instruction.
- Submission of assignment(s) via the HUB.

Homeroom teachers will submit attendance each day at **10:00 a.m.** based on evidence of the above criteria. If a student is marked 'Absent' at that time, but engages in one or more of the above learning activities later in the day, the teacher will update that student's attendance to 'Present' for the day at **2:30 p.m.** Students who have not met at least one of the three requirements above by 2:30 p.m. will continue to be marked absent.

Other attendance notes:

- 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. 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 or with teacher verification.
- If a student is engaged in remote learning and completes the entire weeks' 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.
- State law [TEC §25.092](#) and Houston ISD Policy still requires students to attend at least 90% of their classes to receive credit and be promoted.

Other Policies

Communication Between Home and School

Letters, flyers, informational items, and other school communication is sent weekly to families through the Tuesday E-Folder email via the SchoolMessenger system. The primary and secondary email addresses submitted by families on beginning-of-year enrollment forms will be used. To add another email address to our distribution list, please email Mayte Sanchez at msanch45@houstonisd.org.

E-mail is an excellent way to communicate with your child's teacher. Please keep these messages brief and allow up to 48 hours for a response. Always address concerns with the teacher first before contacting an administrator.

Request for Records

Parents may request records from the school. Requests should be made in the office and the parent should allow 48 hours for the school to respond.

Change of Address or Telephone Number

For the school to handle emergencies, maintain communication, and keep records current, please notify the school office immediately of address or telephone number changes. We will update information in our call-out system as well.

Discipline

In all classrooms (virtual or in-person), teachers establish, review, and post the rules of conduct expected. Minor infractions are handled by the teacher. These and repeated instances of disrespectful or disruptive student behaviors will be communicated to parents by the teacher. Students are afforded consistent, fair, and predictable standards of conduct management, responses, and interventions. Repeated infractions or discipline matters of a more serious nature will be addressed in accordance with the Houston ISD Code of Student Conduct. Consequences for misbehavior are assigned based on the level of the infraction. During disciplinary actions, we work to protect the classroom from disruptions, correct the behavior, protect the dignity of the student, and partner with parents to make responses meaningful and appropriate.

Bullying

Repeated instances of student behavior (virtual or in-person) that makes a classmate feel physically or emotionally unsafe or compromises another person's comfort or desire to learn at Travis Elementary School is

not acceptable. A full explanation of what constitutes bullying can be found in the HISD Code of Student Conduct. Reported instances of bullying will be communicated to parents of any affected students. Positive interventions such as counseling, mediation, and conflict resolution are always preferred to address instances of bullying, however, violators are subject to disciplinary actions as outlined under Level 3 of the Code of Student Conduct.

Best Practices for Parents & Guardians

Learning at home can be a balancing act. 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
- Consistently monitor campus and district communication for updates via callouts and websites.
- Maintain communication with teachers
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.
 - 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



Master Schedule

Grades K – 5

	Kinder	1st	2nd	3rd	4th	5th
7:30 – 8:00 (30 min.)	Synchronous Homeroom Community Building Time (including Morning Announcements)					
	Core Foundation Content – Block 1					
8:00 – 8:30 (30 min.)	Synchronous Whole Group Learning					
8:30 – 9:30 (60 min.)	Synchronous – Teacher Small Group Times; Tier 2-3, Dyslexia Intervention Sessions Asynchronous – Independent Activities in HUB; Assigned time using Digital Resources					
9:30 – 10:00 (30 min.)	Synchronous Whole Group Learning					
10:00	Attendance					
10:00 – 10:30 (30 min.)	Synchronous Core Enrichment (w/HUB Activity 2:00-2:15)	Recess		Asynchronous – Independent Activities in HUB		
10:30 – 11:00 (30 min.)	Recess	Synchronous Core Enrichment (w/HUB Activity 2:00-2:15)	Lunch	Recess		
11:00 – 11:30 (30 min.)	Lunch		Synchronous Core Enrichment (w/HUB Activity 2:00-2:15)	Lunch		
	Core Foundation Content – Block 2					
11:30 – 12:00 (30 min.)	Synchronous Whole Group Learning					
12:00 – 1:00 (60 min.)	Synchronous – Teacher Small Group Times; Tier 2-3, Dyslexia Interventionist Sessions Asynchronous – Independent Activities in HUB; Assigned time using Digital Resources					
1:00 – 1:45 (45 min.)	Synchronous Whole Group Learning			Synchronous Whole Group Learning 1:00-1:30	Synchronous Whole Group Learning	
1:45 – 2:00 (15 min.)	Asynchronous – Independent Activities in HUB			Synchronous Core Enrichment 1:30-2:00 (w/HUB Activity 2:00-2:15)	Asynchronous – Ind. Activities in HUB	
2:00 – 2:30 (30 min.)	Asynchronous – Independent Activities in HUB				Synchronous Core Enrichment (w/HUB Activity 2:30-2:45)	Asynchronous – Independent Activities in HUB
2:30 – 3:00 (30 min.)	Asynchronous – Independent Activities in HUB					Synchronous Core Enrichment (w/HUB Activity 2:15-2:30)

	Teacher Planning Times/ PLC Meeting Times	Teacher Office Hours (For Student-Family Support)	Lunch
Core Enrichment Staff	8:00 – 9:00	9:00 – 9:45	11:30 – 12:00
Core Foundation Staff	10:00 – 11:00	2:15 – 3:00	11:00 – 11:30

