GENERAL QUESTIONS

Policy change that all students must exhaust options before military & be fully educated on what it means to enlist. Also, equality for all schools in regard to recruitment in low income schools.

Houston ISD works on providing all students with advising and experiences that align with thousands of careers via our college and career programs. The educational path each student takes to reach their career goal could vary immensely based on many factors. The district promotes all pathways to a career and provides the applicable advising that educates students and families of the steps it takes to prepare themselves for the desired industry.

The military provides a multitude of career paths that students could take advantage in service to our country. The district works closely with each branch of the armed forces to appropriately educate youth on the careers opportunities they provide. Furthermore, we do not promote one postsecondary opportunity over the other and work to ensure transparency when educating students and families about postsecondary options.

ITEM A.2

What are locations of virtual learning centers? How many students do we estimate will utilize these centers?

As of today, 18,000 students are still in need of a device. There will be learning centers in every geographic area as well as in Achieve 180 schools. Schools are currently being finalized as the need for the number of learning centers is decreasing as more and more students are receiving laptops and hotspots. Learning Centers are only for eligible students who do not have a device or internet. As there has been a concentrated effort in ensuring all devices are assigned to students the number of students is also decreasing day by day.

Would students be phased in between Oct 19 and Oct 30? If so, how?

Students will be phased in by cohorts during this two-week period. The Area Schools Offices and Chief Academic Officer are currently working on a transition plan that places our neediest and/or youngest students within the first cohort of students to return on October 19.
ITEM B.1

Could you tell us which position Mario Castillo formerly held on the TIRZ Board? Did he resign and/or did that position expire?

Mario Castillo was on TIRZ 21 – Hardy/Near Northside. His term expired and the mayor chose to replace him with someone else as this was a mayoral appointment.

ITEM D.1

Are there plans to expand this program to additional campuses or locations in the future?

The Head Start agencies have a limit on the number of partnerships with school districts within their assigned regions. Our plan is to make campus principals aware of the collaboration with Head Start agencies early this year to start the process for next school year. Principals have to agree to a partnership with a Head Start organization and able to commit to providing the space needed.

ITEM D.2

Please explain why the observations will all be announced. I understand that we have to make adjustments for things during COVID, but I am concerned that having only announced observations will not ensure quality of daily instruction.

Formal, unannounced, walkthrough teacher appraisal sessions will continue to be part of the teacher's total appraisal process. The quality of daily instruction will be monitored by campus appraisers. Once teachers return to face-to-face instruction, observations will be unannounced.

ITEM D.5

Teachers are only expected to have one lesson of synchronous learning a week. Please explain and clarify.

HISD 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. Synchronous instructional times are built into campus daily schedules.
ITEM D.5 (CONTINUED)

What accountability is in place to ensure students are engaged and learning is happening with expected achievement?

The district will utilize Ontrack, Renaissance, and the HUB as tools to support measuring of academic progress. The following assessments will be used to assess and measure student academic progress: formative assessment/data and the Renaissance universal screener. Students will be given numerous opportunities to demonstrate their knowledge in various ways (campus level assessments, exit tickets, performance products, rubrics, quizzes, other standards-based tests). HUB assessments will primarily be used for quick checks within a lesson. Teachers will check for understanding to verify that students are learning what is being taught.

Can we get the instructional continuity plan aligned to the rubric (I saw samples on the TEA website)?

The samples posted on the TEA website reflect examples of TEA asynchronous application components for guidance purposes as districts complete this process and submit their applications due by October 1, 2020.

How many points on the rubric do you anticipate the HISD plan will receive? If it is less than 16, which elements outlined in the rubric are not being included in HISD’s plan?

The instructional continuity plan was developed in alignment with the TEA rubric with the goal of receiving maximum points. TEA has provided examples of neighboring district’s plans that we are utilizing to guide the specificity of details we will include in the TEA application. The rubric is attached for your reference.

How will the administration be evaluating and self-monitoring the effectiveness of the implementation of the asynchronous plan on student learning, including but not limited to emerging readers, SPED, EL, Tier 2 and Tier 3 students?

The instructional continuity plan committee will be monitoring and evaluating effectiveness of the implementation of the asynchronous plan every three weeks using data that reflects attendance, student/teacher engagement data, assignment submission, progress reports and report cards. The committee will meet every three weeks to determine needed adjustments and additions to the instructional continuity plan. Additionally, formative assessments, such as the beginning of the year reading and math screeners and running records at the elementary level, will be administered. Data will be analyzed by subpopulation groups to determine support campuses may need to support students and teachers.
ITEM D.5 (CONTINUED)

What instructional resources in this plan are designed to support students with disabilities? ELs?

The district learning management system provides students with disabilities and/or English Learners accessibility tools such as the Microsoft Immersive Reader. When selected, the tool reads text to the student while tracking the words being verbalized. In addition, differentiated and scaffolded supports are embedded within the curriculum. Examples include use of video clips, access to digital tools such as a dictionary, calculator, and digital math manipulatives. Accommodations and/or modification will be also provided to students based on their individualized education plan. Examples include issuance of assistive technology devices to students requiring them, lessons designed in and delivered through the Unique curriculum, and access to virtual services such as speech and occupational/physical therapy.