

Henrietta Independent School District

Asynchronous Plan

2020-2021

The goal of this plan is to provide TEKS-based instruction while enhancing instructional delivery that furthers student academic success and progress. While learning will be modified in a remote and digital environment, the commitment to helping all students excel is unchanged. Henrietta ISD will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model.

GUIDING PRINCIPLES

1. Support students' academic and emotional well-being while maintaining home and school balance.
2. Provide students and families with access to high-quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Provide educators, students, and parents with needed support, encouragement, and compassion to help ensure success for all.

Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Microsoft Teams. Students must show daily, trackable engagement in order to be marked as present. Engagement will be measured by data from Microsoft Insights and Teams showing progress made that day, curricular progress evidenced from teacher/student interactions made that day, or completion and submission of assignments planned for that day.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using data from the students' commitment forms and subsequent surveys each six weeks, Henrietta ISD may reconfigure the campus staff to assign teachers as either virtual or on-campus instructors. As the number of students may change over the course of the year, teacher assignments may also change to accommodate serving each student in either remote or online instruction.

In order to maintain the movement of students between remote and on-campus learning, it is paramount that we maintain fidelity in the classroom. As students potentially flow from remote to on-campus or on-campus to remote, our goal is to maintain a consistency in learning so students will maintain growth.

I. INSTRUCTIONAL SCHEDULE

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the following average daily minimums across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

HISD teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all HISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in Microsoft TEAMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at HISD are prepared to make this as seamless as possible.

HEAD START AND PRE-KINDERGARTEN

Head Start and Pre-Kindergarten			Notes
	Time		Students receive 180 minutes of both synchronous and/or asynchronous instruction each day.
⇔/⇒	8:20-8:50	1:1 or Small Group Support	Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.
⇔	8:50-9:10	Student Classroom Connection	Students will attend live sessions for community building. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students have the opportunity for synchronous 1:1 or small group support each day or they can choose to do the activities asynchronously. The campus counselor has a group set up in Microsoft Teams where she gives support to students. She will set up one-on-one or small group guidance classes to support social and emotional learning as needed Content for core subject areas will be provided by our adopted campus instructional resources. Student instructional activities and/or instructional videos will be posted in Microsoft Teams and student engagement measured through Microsoft Teams and Insights. These materials will help address students with disabilities and English learners. Attendance will be taken daily in the HISD Ascender Teacher Portal, as determined through engagement. Grading will be the same as on-campus learning as outlined in our HISD District Grading and Reporting Guidelines.
⇒	9:10-10:00	Reading	
⇒	10:00-10:30	Break	
⇒	10:30-11:20	Math	
⇒	11:20-12:20	Science Social Studies projects	
⇒	12:20-12:50	Lunch	
⇒	1:00-1:30	Rest/Play Time	
⇒Asynchronous ⇔Synchronous Appointments can be made by teacher and/or student/parent during the teacher’s conference period or posted office times to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child. Office Hours: Link to Campus Master Schedule and Teacher Conferences Teacher Arrival Time: 7:30 A.M.-4:00 P.M.			

KINDERGARTEN - GRADE 5

Kindergarten - Grade 5			Notes
	Time	Subject	<p>Students receive an average of 180+minutes of both synchronous and/or asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions for “Good Things”. These live lessons will allow peer-to-peer interaction, community building, and relationship connections with teachers. Students have the opportunity for synchronous 1:1 or small group support each day or they can do the activities asynchronously.</p> <p>The campus counselor has a group set up in Microsoft Teams where she gives support to students. She will set up one-on-one or small group guidance classes to support social and emotional learning as needed.</p> <p>In grades 3-4, content and instruction is provided by team teachers. In grade 5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their respective subject areas.</p> <p>Content for core subject areas will be provided by our adopted campus instructional resources. Texas Home Learning 3.0 will be used as a resource when it becomes available and the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS.</p> <p>Student instructional activities and/or instructional videos will be posted in Microsoft Teams and student engagement measured through Microsoft Teams and Insights. These materials will help address students with disabilities and English learners.</p> <p>During Prime Time, students are grouped according to their individual needs and provided enrichment and intervention activities. Materials from Texas Performance Standards Project (TPSP) will be utilized for enrichment.</p> <p>Attendance will be taken daily in the HISD Ascender Teacher Portal, as determined through engagement.</p> <p>Grading will be the same as on-campus learning as outlined in our HISD District Grading and Reporting Guidelines.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p>
⇔	8:20-8:40	Student Classroom Connection/Good Things	
⇒	8:40-9:40	Reading/English Language Arts	
⇒	9:40-10:00	Break	
⇒	10:00-11:00	Math	
⇒	11:00-11:30	Social Studies	
⇒	11:30-12:15	Lunch and Recess	
⇒	12:15-12:45	Science	
⇒	12:45-1:45	Specials	
⇒	1:45-1:55	Break	
⇔/⇒	1:55-2:45	1:1 or Small Group Support/Prime Time	
<p>⇒Asynchronous ⇔Synchronous</p> <p>Appointments can be made by teacher and/or student/parent during the teacher’s conference period or posted office times to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>Office Hours: Link to Campus Master Schedule and Teacher Conferences</p> <p>Teacher Arrival Time: 7:30 A.M.-4:00 P.M.</p>			

JUNIOR HIGH – GRADES 6-8

Grade 7			Notes
	Time	Subject	<p>Students will receive an average of 240+ minutes of asynchronous instruction with opportunities for live learning activities with peers and staff.</p> <p>Daily schedules are provided to parents and students.</p> <p>Content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their respective subject areas. Students will have the opportunity to attend live sessions for academic instruction and support, community building, peer-to-peer interaction, and relationship connections with teachers.</p> <p>Content for core subject areas will be provided by our adopted campus instructional resources. Texas Home Learning 3.0 will be used as a resource when it becomes available and the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS.</p> <p>Student instructional activities and/or instructional videos will be posted in Microsoft Teams and student engagement measured through Microsoft Teams and Insights. These materials will help address students with disabilities and English learners.</p> <p>During EXCEL, students are grouped according to their individual needs and provided enrichment and intervention activities.</p> <p>The campus counselor has a group set up in Microsoft Teams where she gives support to students. She will set up one-on-one or small group guidance classes to support social and emotional learning as needed.</p> <p>Attendance will be taken daily in the HISD Ascender Teacher Portal, as determined through engagement.</p> <p>Grading will be the same as on-campus learning as outlined in our HISD Grading and Reporting Guidelines.</p> <p>For Physical Education, Fine Arts, and Band, a bank of exercises, physical activities, and resources will be provided.</p>
1 st Period	7:50 - 8:38	English	
2 nd Period	8:42 - 9:32	Math	
3 rd Period	9:36 – 10:24	Reading	
4 th Period	10:29 - 11:17	History	
5 th Period	11:22 - 12:10	Innovative Studies	
Lunch	12:15 – 1:00	Lunch/Recess	
6 th Period	1:05 – 1:53	PE/Athletics Band	
7 th Period	1:58 – 2:55	Science	
8 th Period	3:00 – 3:35	EXCEL	
<p>Appointments can be made by teacher and/or student/parent during the teacher’s conference period or posted office times to answer questions, remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>Office Hours: Link to Campus Master Schedule with Teacher Conferences and a list of course offerings for each period.</p> <p>Teacher Arrival Time: 7:30 A.M.-4:00 P.M.</p>			

HIGH SCHOOL – GRADES 9-12

Grades 9-12		Notes
	Time	Students will receive an average of 240+ minutes of asynchronous instruction with opportunities for live learning activities with peers and staff.
“0” Period	7:00 -7:45	
1 st Period	7:50 - 8:38	Students will be encouraged to mirror their on-campus schedule daily.
2 nd Period	8:42 - 9:30	Content and instruction is provided by the student’s scheduled classroom teacher. These teachers are the point of contact for their respective subject areas. Students will have the opportunity to attend live sessions for academic instruction and support, community building, peer-to-peer interaction, and relationship connections with teachers.
3 rd Period	9:34 – 10:22	
4 th Period	10:26 - 11:14	
5 th Period	11:18 - 12:06	
Lunch	12:10 - 1:00	Course content for all classes will be provided through our adopted campus resources. This includes, but is not limited to, teacher developed lessons, textbook resources online and/or in print, web-based curricular resources, and Edgenuity. Texas Home Learning 3.0 will be used as a resource when it becomes available and the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS.
Tutoring	12:10 - 12:30	
Lunch	12:30 - 1:00	
6 th Period	1:03 - 1:51	Student instructional activities and/or instructional videos will be posted in Microsoft Teams and student engagement measured through Microsoft Teams and Insights. These materials will help address students with disabilities and English learners.
7 th Period	1:55 - 2:43	
8 th Period	2:47 - 3:35 Teacher Connection	Classroom teachers adjust and differentiate classroom materials for asynchronous online learners. Students have the opportunity to interact with peers through class discussion and online partner activities. Enrichment and extension are provided through content area instructional activities. Tutorials are offered for students who may need extra academic support or intervention.
<p>Appointments can be made by teacher and/or student/parent during the teacher’s conference period or posted office times to answer questions, to remediate instruction, or to reteach difficult material. Attendance will be required if the teacher requests an appointment with your child.</p> <p>Office Hours: Link to Campus Master Schedule with Teacher Conferences and a list of course offerings for each period.</p> <p>Teacher Arrival Time: 7:30 A.M.-3:35 P.M.</p>		<p>Asynchronous students have the opportunity to meet synchronously during the Teacher Connection time with other online students and the online learning coordinator.</p> <p>The campus counselor will contact students at least once every three weeks to foster and facilitate one-on-one or small group guidance classes.</p> <p>Attendance will be taken daily in the HISD Ascender Teacher Portal, as determined through engagement. Grading will be the same as on-campus learning as outlined in our HISD Grading and Reporting Guidelines.</p>

Students will frequently and consistently use Microsoft Teams. The expectation will be a full day of instruction via asynchronous and/or synchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to show progress and/or completion and submission of assignments daily in order to receive credit for the day.

Teachers will arrange regular check-ins with students through one-on-one, small, or large group settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades Head Start-5.

Additional Support for Students with Learning Needs

For students with disabilities, HISD will work with students and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

There are guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings. Staff will follow the Special Education guidelines in order to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. This list is comprehensive, but not exhaustive of all plans and responsibilities. Contingency Plans for all students receiving Special Education will be developed.

Special Education guidelines:

- IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan.
- Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline and as normal with certain exceptions based on participant need.
 - Size of ARD
 - Parent Preference
 - Size of Meeting Space
- Special Education teachers will meet virtually with all students daily per schedule of services.
- Inclusion and Resource Paraprofessionals will ensure they are invited as a member to all Microsoft Teams in the classes they serve.
- Documentation will be completed for all students receiving Special Education services during any virtual learning.
- Special Education staff will communicate and collaborate with the case manager and teachers about student progress and needs.
- Progress updates on goals and objectives for students receiving special education services will be distributed to parents every six weeks corresponding with the district's grading period.

Contingency Plan

A contingency plan will be developed for each student receiving Special Education in the event that a mandatory school closure or parent request for virtual learning goes into effect. If students move to virtual learning, the District

will begin implementation of the adaptations until the student is able to return to in-person learning. Once regular school-based instructional services resume, the student’s IEP, without adaptations, will again be implemented.

Dyslexia Services

Dyslexia intervention for remote students will be provided by the Dyslexia Therapist through Microsoft Teams. Lexia Core5 Reading will be utilized as a supplemental instructional program to provide additional skill practice and progress monitoring.

English as a Second Language (ESL) Services

English Learners are supported through differentiated linguistic supports and instructional materials that are available in both English and Spanish.

II. MATERIAL DESIGN

Description: HISD staff will develop lessons based on the TEKS-based, state-adopted instructional materials locally adopted by the district. Texas Home Learning 3.0 will be used as a resource when it becomes available and the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS. Components of the TEKS Resource System and Lead4Ward may be utilized to support material design and teacher knowledge. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

Resource	Primary Use in Material Design
TEKS-based, state- adopted instructional materials	HISD will utilize TEKS-based, state-adopted instructional materials as the primary curriculum resources.
Texas Home Learning 3.0	THL 3.0 will be used as a resource when it becomes available and the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS.
TEKS Resource System	The TEKS Resource System will be used as a resource for curriculum planning and to support teacher content knowledge development. Components used in varying degrees include: Year at a Glance (YAG), Instructional Focus Document (IFD), TEKS Clarification Document, Vertical Alignment Document, Vocabulary, Questions, and Performance Assessments
Lead4Ward	HISD will utilize the TEKS Snapshots, Academic Vocabulary, and TEKS Scaffolds from Lead4Ward to support teacher content knowledge development.
DMAC (Data Management for Assessment and Curriculum)	HISD will utilize DMAC to help administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.

FEEDBACK TIMELINES

Daily feedback will be provided through Microsoft Teams through student check-ins, meetings, work, and assignment completion.

Parents can access students' grades through HISD's Ascender Parent Portal. Every three weeks, interim progress reports will be provided and shared with parents/guardians. At the end of every grading period, report cards will be provided to communicate the student's level of mastery of the designated TEKS-based instructional objectives. Intermittent feedback will be provided to students and parents as needs arise.

Progress updates on goals and objectives for students receiving special education services will be distributed to parents every six weeks corresponding with the district's grading period.

Meetings/conferences conducted through Microsoft Teams are logged by the system. Parent/student contact outside of Microsoft Teams will be documented.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Microsoft Teams with adaptations as needed for individual students to address students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

As the situation of COVID-19 changes in our community, HISD can adjust staff according to student need.

- **Option 1:** HISD currently has a small number of remote learning students which allows the classroom teacher to use the classroom resources and capture lessons using the Promethean board. Students access content through Microsoft Teams. The district provides devices and hotspots as needed.
- **Option 2:** If a large number of students decide to move to remote learning, HISD would restructure our staff into two classifications of virtual teachers and on-campus teachers.
- Additional Consideration
 - **Option 3:** Students in remote learning would access instructional materials provided through Microsoft Teams and supplemented through Texas Home Learning 3.0 when it becomes available and if the local curriculum committee deems it adequate to meet the instructional requirements to cover the TEKS.

Instructional materials and activities in all options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

LESSON PREPARATIONS

Teachers will work to adapt lessons and assignments from adopted materials, supplemental resources from THL 3.0 and the TEKS Resource System, and Lead4Ward. Lessons will be posted in Microsoft Teams. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the curriculum resources will enable students in remote settings to be successful with participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will adapt lessons and resources to support our students, and those materials will be included in Microsoft Teams. Instructional videos will be uploaded into Microsoft Teams. Live teacher assistance will take place through Microsoft TEAMS between the hours of 8:00 a.m.-4:00 p.m., depending on the office hours of each teacher. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system and entered into the district gradebook program promptly.

Students with Disabilities

For students with disabilities, HISD special education teachers and the district 504 coordinator will work with general education teachers, students, and families in their respective programs to minimize barriers the student may experience in a remote setting.

Students will be allowed access to Supplemental Aids. Based on the student's IEP, accommodations and modifications to instructional materials will be applied.

Parent training will be provided as needed.

MATH INSTRUCTIONAL MATERIALS					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
Texas GO Math!	K-1 st Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Sharon Wells Math	2 nd -5 th Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	The product includes built-in supports for ELs in each lesson. The product is in both English and Spanish.	Print and Online, Instructional Tool
McGraw Hill Math	6 th -8 th Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Holt McDougal	Algebra I, Geometry, Algebra II	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
A&M Consolidated Curriculum	Algebraic Reasoning, Math Models	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print, Instructional Tool
Larson Hostetler	Pre-Cal, Calculus	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Texas Early Mathematics Inventory (TEMI)	K-2 nd Grade	Yes	Intervention program with progress monitoring to identify and remediate students' areas of need.	This tool helps teachers identify gaps and adjust based on the student needs.	Print, Data Tool
Texas Home Learning 3.0	Elementary Secondary, Supplemental	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool

MATH INSTRUCTIONAL MATERIALS Continued					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
Texas Home Learning 3.0	Elementary Secondary, Supplemental	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
AIMSweb	Elementary	Yes	This tool provides a universal screener and progress monitoring. It includes supports for students with disabilities.	This tool helps teachers identify gaps, adjust based on student needs, and monitor progress.	Diagnostic, Online, Data Tool
Edgenuity	K-12, Supplemental	Yes	This tool provides skill plans for mastery of goals and standards as well as pre-and formative assessments.	Both English and Spanish	Diagnostic, Online, Instructional and Data Tool
Texas Performance Standards Project (TPSP)	Elementary Secondary	Yes	This tool includes teacher guidance for differentiation.	The product is available in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year At a Glance (YAG), TEKS Clarification, Instructional Focus Document (IFD), Vocabulary, Performance Assessments	Elementary Secondary	Yes	This tool helps teachers plan.	This tool helps teachers plan.	N/A (Teacher Planning Tool only)
Lead4Ward: Content Builder Resources, Data Tools, Test Accessibility and Special Education, and Instructional Tools	Elementary Secondary	Yes	This tool helps teachers plan, identify gaps, and adjust based on student needs.	This tool helps teachers plan, identify gaps, and adjust based on student needs.	N/A (Teacher Planning Tool only)
DMAC (Data Management for Assessment and Curriculum)	Elementary Secondary	Yes	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	Data Tool

READING/LANGUAGE ARTS INSTRUCTIONAL MATERIALS					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
McGraw Hill Texas Wonders	K-2 nd Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Houghton Mifflin Harcourt (HMH) into Reading	3 rd -5 th Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Houghton Mifflin Harcourt (HMH) into Literature	6 th -8 th Grade	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Holt McDougal	9 th – 12 th English	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
CLI Engage	Head Start, Pre-K, Kindergarten	Yes	This tool provides a universal screener and progress monitoring. This tool helps teachers identify gaps and adjust intervention/enrichment based on student needs.	This tool helps teachers identify gaps, adjust intervention/enrichment based on student needs, and monitor progress. Subsets include early literacy and vocabulary. The product is in both English and Spanish.	Diagnostic, Online, Data Tool
Tango	1 st -2 nd Grade	Yes	This tool is used to administer the TPRI (Texas Primary Reading Inventory). This tool helps teachers identify gaps and adjust intervention/enrichment based on student needs.	This tool helps teachers identify gaps and adjust intervention/enrichment based on student needs. The product is in both English and Spanish.	Diagnostic, Online, Data Tool

READING/LANGUAGE ARTS INSTRUCTIONAL MATERIALS Continued					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
AIMSweb	Elementary	Yes	This tool provides a universal screener and progress monitoring. It includes supports for students with disabilities.	This tool helps teachers identify gaps, adjust based on student needs, and monitor progress. Subsets include early literacy, vocabulary, oral reading fluency, and reading comprehension. The product is in both English and Spanish.	Diagnostic, Online, Data Tool
Texas Home Learning 3.0	Elementary Secondary	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Texas Middle School Fluency Assessment (TMSFA)	7 th Grade	Yes	This tool can be used to identify gaps and provide progress monitoring.	This tool can be used to identify gaps and provide progress monitoring.	Diagnostic, Data Tool
Edgenuity	K-12, Supplemental	Yes	This tool provides skill plans for mastery of goals and standards as well as pre-and formative assessments.	Both English and Spanish	Diagnostic, Online, Instructional and Data Tool
Lexia Core5 Reading		Yes	This tool provides skill plans for mastery of goals and standards and progress monitoring.	This tool is aligned with best practices in English Learner instruction and has scaffolded supports to help develop language proficiency.	Diagnostic, Online, Instructional and Data Tool
Texas Performance Standards Project (TPSP)	Elementary Secondary	Yes	This tool includes teacher guidance for differentiation.	The product is available in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year At a Glance (YAG), TEKS Clarification, Instructional Focus Document (IFD), Vocabulary, Performance Assessments	Elementary Secondary	Yes	This tool helps teachers plan.	This tool helps teachers plan.	N/A (Teacher Planning Tool only)

READING/LANGUAGE ARTS INSTRUCTIONAL MATERIALS Continued

Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
Lead4Ward: Content Builder Resources, Data Tools, Test Accessibility and Special Education, and Instructional Tools	Elementary Secondary	Yes	This tool helps teachers plan, identify gaps, and adjust based on student needs.	This tool helps teachers plan, identify gaps, and adjust based on student needs.	N/A (teacher planning tool only)
DMAC (Data Management for Assessment and Curriculum)	Elementary Secondary	Yes	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
Savvas Realize Social Studies	Elementary	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Houghton Mifflin Harcourt	6 th -8 th Grades	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Houghton Mifflin Harcourt	World History, US History	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Holt McDougal	World Geography, Government	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Texas Home Learning 3.0	K-5 th Grades	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Texas Performance Standards Project (TPSP)	Elementary Secondary	Yes	This tool includes teacher guidance for differentiation.	The product is available in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year At a Glance (YAG) and Instructional Focus Document (IFD)	Elementary Secondary	Yes	This tool helps teachers plan.	This tool helps teachers plan.	N/A (teacher planning tool only)
Lead4Ward: Content Builder Resources, Data Tools, Test Accessibility and Special Education, and Instructional Tools	Elementary Secondary	Yes	This tool helps teachers plan, identify gaps, and adjust based on student needs.	This tool helps teachers plan, identify gaps, and adjust based on student needs.	N/A (teacher planning tool only)
DMAC (Data Management for Assessment and Curriculum)	Elementary Secondary	Yes	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	Data Tool

SCIENCE INSTRUCTIONAL MATERIALS					
Instructional Materials/ Assessment	Grade Level(s)	TEKS aligned	What resources are included to support students with disabilities?	What resources are included to support ELs?	Print or Online Instructional or Data Tool
Houghton Mifflin Harcourt (HMH) Science Fusion	K-1 st Grades	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
STEMScopes	2 nd -8 th Grades	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Houghton Mifflin Harcourt	9 th -12 th Grades	Yes	Adopted instructional materials include teacher guidance for differentiation.	Adopted instructional materials include teacher guidance for differentiated linguistic supports.	Print and Online, Instructional Tool
Texas Home Learning 3.0	K-5 th Grades	Yes	The product includes built-in supports for students with disabilities in each lesson.	The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
Texas Performance Standards Project (TPSP)	Elementary Secondary	Yes	This tool includes teacher guidance for differentiation.	The product is available in both English and Spanish.	Print and Online, Instructional Tool
TEKS Resource System: Year At a Glance (YAG) and Instructional Focus Document (IFD)	Elementary Secondary	Yes	This tool helps teachers plan.	This tool helps teachers plan.	N/A (teacher planning tool only)
Lead4Ward: Content Builder Resources, Data Tools, Test Accessibility and Special Education, and Instructional Tools	Elementary Secondary	Yes	This tool helps teachers plan, identify gaps, and adjust based on student needs.	This tool helps teachers plan, identify gaps, and adjust based on student needs.	N/A (teacher planning tool only)
DMAC (Data Management for Assessment and Curriculum)	Elementary Secondary	Yes	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	This tool helps administrators and teachers disaggregate data in order to identify weaknesses and focus instruction and supports.	Data Tool

III. STUDENT PROGRESS

Student Access

Students will access live or recorded lessons, assignments, including assessments, projects, and communication through Microsoft Teams. Students are expected to log in to Microsoft Teams each day and engage in teacher-assigned learning experiences in order to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

DATA COLLECTION

For Head Start through 5th grade and in 7th grade, universal screeners will be utilized to collect student data and to measure student growth at the beginning, middle, and end of the year. Using the assessment data, students will be grouped and provided necessary enrichment/intervention.

Henrietta ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. Quick checks (exit tickets, short quizzes, gallery walks, etc.) and discussions will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through Microsoft Teams. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Every six weeks, students will take district assessments on the four core subjects (Grades K-12). District assessments are based on TEKS recently taught or reviewed. These assessments are formatively used to drive instruction, to provide interventions as needed, and to track student progress. Assessment scores are reported to students' parents through the Ascender Parent Portal and on report cards and progress reports.

Students who require specialized intervention will be progress monitored through CIRCLE, AIMSweb, and other resources.

Resources: DIAL IV, CIRCLE Pre-K Assessment, TX-KEA, TPRI, AIMSweb, TMSFA, Edgenuity, DMAC, Curriculum Assessments, Texas Home Learning, Texas Education Agency assessments

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live) lessons for tutoring, intervention, enrichment
3. Or daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxEIS, based on the student's engagement. Course completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.

ASSESSMENT FRAMEWORK

1. Individual Education Plans (IEPs) and Section 504 plans will be adhered to in all testing environments.
2. Teachers and school testing coordinators will be trained on how to deliver online assessments as available.
3. Test security protocols will be put in place in school and remotely.
4. Authentic and curriculum based assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in Microsoft Teams.
5. All assessments will guide instruction.
6. Individual arrangements will be made with remote learners in order to take assessments at school when practicable and agreed upon by the parent.

LESSON DESIGN

Henrietta ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

Resources: Texas Home Learning 3.0, TEKS Resource System, PLC common planning, Scope and Sequences of Adopted Curriculum Materials, DMAC, Lead4Ward

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Students will be provided with enrichment activities in core areas.

Henrietta Elementary will serve students in daily small group instruction during PRIME time to provide students with intervention and/or enrichment. Data will determine the level of support and placement in the groupings.

Henrietta Junior High will serve students in daily small group instruction during EXCEL time to provide students with intervention and/or enrichment. Data will determine the level of support and placement in the groupings.

Henrietta High School will serve student during daily tutoring times to provide students with intervention. Data will determine the level of support needed.

These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, Group Lists, Reports from DMAC and Universal Screeners

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and parents need on-going supports during this time. Henrietta ISD has a dedicated tab on their web page entitled “For Parents” with links to lots of helpful information for parents. One of the links is entitled “Online Learning Resources” and has various documents that assist parents and students with using Microsoft Teams, submitting online assignments, and other educational supports. The site also includes behavioral strategies for home learning and links to other instructional resources.

Remote learning meetings will be held with parents who chose remote learning for their student. The campus principal will meet with the families to provide technology as needed, to discuss expectations, and to have the families sign a remote learning agreement. The campus principals and teachers will stay in close contact with students and parents and continually offer support.

In addition, social and emotional support will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families.

Professional Learning Community (PLC) practices will provide teachers with a forum for sharing best practices and support for their peers and students. Staff will be trained to use all the resources we have available.

Our goal this year is to partner with parents in supporting their child while providing high-quality instruction.

Resources: Technology and Resource Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians were invited to individual remote learner meetings. The campus principal ensured that the families had the necessary technology for remote learning, knew the expectations, and knew how to access Microsoft Teams and the parent information section of the district website.

Constant communication will flow between our staff and parents through Microsoft Teams, Ascender Parent Portal, SchoolMessenger, and through personal contact from teachers via email, virtual platforms or voice calls. It is vital that HISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods.

Parent Meeting: When a student goes from on-campus learning to remote, a meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include- completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the summer months, all HISD staff participated in synchronous and asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs and the desire to create a stronger remote learning environment.

Topics designed were: Microsoft Teams, Edgenuity, DMAC, Lead4Ward, TEKS Resource System, Instruction, Accommodations and Documentation for 504, SPED, & GT students, Ascender Gradebook, Flipgrid, School Improvement Virtual Academy, Sharon Wells Math Training, and Trauma and Mental Health.

In addition, HISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. All HISD staff will engage in ongoing trainings through SafeSchools to meet requirements and to inform their practice.

[HISD Professional Development Calendar](#)

PRINCIPALS AND OTHER ADMINISTRATORS

HISD administrators will participate in the following professional learning sessions in order to develop a stronger understanding of remote learning:

- TEA Superintendent Zoom Meetings – twice a week during the summer, weekly since school started
- Region IX Superintendent Zoom Meetings - weekly
- Region IX Legal Ease Zoom Meetings – weekly during the summer
- Texas Home Learning 3.0 Webinars
- School Improvement Virtual Academy conducted by Region IX Educational Service Center – September 8 and 29, October 15 and 29, November 16, January 14, February 2 and 25, March 4
- District Leadership Team Meetings – at least weekly during the summer, bi-monthly during the school year

HISD will work closely with our Educational Service Center - Region IX and other partners to plan support for remote learning.

Principals will ensure the following accountability processes are in place: adherence to the schedule, attendance is monitored, Implementation of the curriculum, grades submitted in a timely manner, communication with families in regards to attendance, family engagement, and progress monitoring data.

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is used for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. We utilize the strengths of our teachers and administrators to serve as *trainers-of-trainers* for various focus areas such as: Microsoft Teams, DMAC, Edgenuity, Lead4Ward, TEKS Resource System, and Flipgrid. Staff send out emails and/or train each other on how to do video recordings, upload assignments, and navigate Microsoft Teams. Our teachers, administrators, and technology and curriculum departments send out emails with training opportunities/information regarding the topics mentioned as the need arises and/or new, applicable training is found.

Staff will explore THL 3.0 and the continuous learning provided for staff to become proficient in the implementation of home learning as a supplemental resource.

Job embedded supports for teachers will include teacher observations, mentoring, modeling, and a focus on analyzing high-impact instructional strategies,

Tools: Henrietta ISD's main communication tools for parents and students will be the following:

- a. SchoolMessenger for district-wide communication
- b. Microsoft Teams for teacher-parent-student discussions
- c. Ascender Parent Portal for grades, attendance, and behavior information
- d. For real-time instructional support and delivery of content, we will communicate through in-person meetings or Microsoft Teams
- e. Public website: HISD will maintain general information on its status for the public on our main webpage at <https://www.henrietta-isd.net> and our [Strong Start](#) website.

RESOURCES TO MAXIMIZE REMOTE LEARNING

- A. The following are resources provided by HISD to help teachers implement a more thoughtful remote learning opportunity.
 - Microsoft Teams and One Drive
 - TEKS Resource System

- Texas Home Learning (THL) 3.0
- Edgenuity

B. The following are digital resources that enable our teachers to upload or select lessons, create videos or hold virtual classes.

- Microsoft Teams

C. Identifying Internet Providers and Getting Connected

The district is working with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service and/or hot spots during the pandemic crisis. Family surveys were conducted prior to school starting to determine families in need of assistance. That information was included on the Connectivity Survey.

D. Deployment of Student Devices

As part of the remote learning conferences, principals will ensure that students have appropriate devices for remote learning. If devices are needed, the family will complete a technology agreement form, and devices will be supplied.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Utilize a designated, distraction-free workspace to engage in learning.
- Log in to Microsoft Teams and make progress on assignments/tasks and/or interact with the teacher each day in order to be counted present.
- Regularly check Microsoft Teams for assignments.
- Complete assignments with integrity and academic honesty.
- Contact teacher, administrators, and/or counselor when you need assistance or support.
- Submit assignments daily. Assignments cannot be completed all in one day. They must be completed and turned in each day for attendance and credit for the day.
- Attend live instruction appropriately dressed in accordance to HISD dress code.
- Attend live instruction on time, per the class schedule.

Parent/Guardian Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations.
- Assist your student in locating a space in the home that is ideal for learning.
- Monitor communication from teachers and school.
- Monitor completion and submission of class assignments daily.
- Take an active role in helping your child process their learning.
- Attend district/campus meetings/trainings for implementation supports.
- Use teacher office hours to help strengthen asynchronous learning.
- Contact teacher, administrators, and counselor for additional needs and supports for student learning.
- If the student elects to take courses such as CTE on campus, the parent/guardian will provide transportation.

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:

Please contact the relevant teacher by email or phone. HES Campus – 940-720-7910, HJH Campus – 940-720-7920, HHS Campus – 940-720-7930.

For assistance regarding a technology-related problem or issue not resolvable by the teacher:

Please contact the Technology Director, Derek Leach by email at Derek.Leach@henrietta-isd.net or phone at 940-720-7930.

For a personal, academic or social emotional concern:

Please contact the campus counselors by email or phone. HES Campus – Jessica.Hoffman@henrietta-isd.net, 940-720-7910, HJH Campus – Meriliegh.Johnson@henrietta-isd.net, 940-720-7920, HHS Campus – Nicki.Holbert@henrietta-isd.net, 940-720-7930.

For other issues related to distance learning:

Please contact the campus principals by email or phone. HES Campus – Debra.McClure@henrietta-isd.net, 940-720-7910, HJH Campus – Terry.McCutchen@henrietta-isd.net, 940-720-7920, HHS Campus – Michael.Smiley@henrietta-isd.net, 940-720-7930.

Contact information for individual teachers can be found on Henrietta ISD's web page at https://www.henrietta-isd.net/faculty_and_staff_directory.