

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedules.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- HISD has adopted a **full, TEKS-aligned curriculum that can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day

- Completion and submission of assignments planned for that day
- HISD has **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- HISD provides **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band

[Elementary PK-Kindergarten](#)

[Elementary 1st-2nd Grades](#)

[Elementary 3rd-5th Grades](#)

[Middle School 6th-8th Grades](#)

[High School 9th-12th Grades](#)

Component	Explanation

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<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students are expected to engage in the scheduled content either synchronously with the teacher or asynchronously through the LMS for a minimum of minutes per day as follows (see sample schedules for details):</p> <ul style="list-style-type: none"> ● PK-Kinder = 240 mins (not including optional office hours or asynchronous times for fine arts, PE, and electives) ● 1st-2nd Grade = 255 mins (not including optional office hours or asynchronous times for fine arts, PE, and electives) ● 3rd-5th Grade = 285 mins (not including optional office hours or asynchronous times for fine arts, PE, and electives) ● 6th-8th Grades = 294 mins. (not including optional office hours or asynchronous times for fine arts, PE, and electives) ● 9th-12th Grades = at least 360 mins. of total instruction time with eight 45-minute class periods including math, ELA, science, social studies, and elective courses (not including optional office hours) <p>During the day, students will work on assignments under the teacher’s supervision during synchronous learning or complete self-paced tasks during asynchronous times as described by the sample schedules. Teachers will track student progress via assignment completions in the LMS and will have the time and freedom to tailor pacing and contact time for students based on their individual needs and progress. Students needing extra practice or support will have additional scheduled times to meet the teacher synchronously in small groups or individually. Teachers will also have optional office hours and tutoring times during which parents and students may contact staff as needed with questions.</p> <p>Elementary student schedules are determined by elementary grade level campus teams with blocks of time for different core area subjects and specials (music, PE, and art). Students at all grade levels will have a mixture of synchronous class times and asynchronous work times with PK-2 being more asynchronous than 3-5. Parents and students will receive their schedules before school begins via email and a virtual back to school night.</p> <p>Middle school students will follow an 8 class period schedule with four synchronous times designated for each core class, two periods set aside for asynchronous work time on core class assignments or for tutorials, and two periods of asynchronous work time for electives. Parents and students will receive their schedules before school begins via email and a virtual back to school night. These schedules approximate the day of in-person students.</p> <p>High school students will follow a regular 8 class period schedule with synchronous and asynchronous work times designated for core classes and selected electives as well as asynchronous times for all other elective courses. Parents and students will receive their schedules before school begins via email and a follow up communication from teachers. These schedules approximate the day of in-person students.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Student instructional engagement for PK-8th grades is a minimum of 4 hours (240 minutes) for all grade levels for core subjects (ELA, Math, Science, & Social Studies) which approximates a full day of academic content on-campus. In 9th-12th grades, students will follow the same schedules as students in person which amounts to 360 instructional minutes.</p> <p>For grades 3-8, our teachers will monitor engagement in core content primarily through synchronous, live virtual classes with additional times for asynchronous work to be done in the LMS. Teachers will monitor work completion in the LMS to ensure consistent progress. These schedules, with the exceptions of individual or small group tutoring sessions, will be consistent week after week.</p> <p>At Pre-K through 2nd grade and 9th-12th grades, teachers of core area subjects will use a combination of set, scheduled synchronous touch points and monitoring progress through completed assignments in the LMS to ensure engagement. The increased flexibility of this schedule over 3-8th grades is intended to provide options for parents of young children and capture the advantages of flexible work times we saw in the Spring with our older students. At the high school levels, the number of synchronous touch points will be higher at 9th grade and taper off for the upper grade levels. These schedules, with the exceptions of individual or small group tutoring sessions, will be consistent week after week.</p> <p>In addition, students all have additional time in their schedules during which they can engage in asynchronous work for fine arts, PE, and other electives as well as meet with teachers for intervention, small groups, tutorials, and office hours.</p>

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What are the expectations for teacher/student interactions?	<p>Students will have daily interactions with their teachers and peers in grades PK-8th grade via meetings, check-ins, community time, and/or synchronous learning time. Students are expected to attend these synchronous class times unless the parent, teacher, and administrator have made other arrangements to accommodate a special circumstance. In addition, teachers all have time in their schedules set aside for small group tutorials and individual tutoring sessions that teachers will schedule directly with parents and students if there are children needing more time to master learning objectives or need to receive instruction in a different way. Finally, teachers also have scheduled times for drop in tutorials and parent or student questions via a virtual link.</p> <p>In grades 9-12, students will have set times when they must check-in with their teachers to demonstrate progress on learning objectives. Underclassmen, who need more structure, will have more synchronous meeting times (3-5 times a week) than upperclassmen who have learned to work independently (1-2 times a week). During these times, students will interact with their teachers and fellow students to receive direct instruction or help on completing assignments. Students may also receive an “Exit Ticket” which can be used to demonstrate progress on learning objectives. Students not demonstrating progress will be scheduled for more frequent and longer duration touch points.</p>
How will teacher/student interactions be differentiated for students with additional learning needs?	<p>Students selected to certain small-group intervention sessions are based on student need, progress on work in LMS, and on literacy and math screeners and formative assessments. Just as with in person instruction, the formative data is used to determine which students need 1:1 support from the classroom teacher or from an Interventionist (a reading or math specialist). Teachers may also pull students aside for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress. Intervention sessions are conducted synchronously over video conferencing and are scheduled with the parent and student ahead of time.</p> <p>Students with disabilities, students of special populations and/or English learners will also have access to additional accommodations in the instructional materials. For example, we provide all teachers and students an electronic list of accommodations students can be taught to use if their needs warrant it (i.e. text-to-speech software). For higher needs, students have more and longer synchronous touch points with their teachers, instructional aids, ESL teachers, or special education teachers to support their learning. These supplementary staff can also work within a core teacher’s LMS Home Page to help personalize and accommodate work for English learners and students with disabilities.</p>

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
ELA/SLA Social Studies Math Science	PK	HMH BIG Day Hutto ISD Pre-K Curriculum Guides	Ready, Set, Kinder! Progress Monitoring Tool	Yes	Students will be provided accommodations and/or modifications based on their Individualized Education Plan Differentiation and scaffolding supports within curriculum Link to accommodation tools website provided on every teacher’s homepage	<p>BIG Day includes an online hub that features English and Spanish materials (including videos and resources).</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

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						Link to accommodation tools website provided on every teacher's homepage
Math Instructional Materials	K-5	Envision Math, Accelerated Math, Renflow, Freckle Math, Brainpop, TEKS Resource System	K-1 Star Early Literacy/Math (Renflow) 2-5 Star 360 Math (Renflow) Digital District Math Interim Assessments	Yes	Students will be provided accommodations and/or modifications based on their Individualized Education Plan Differentiation and scaffolding supports within curriculum Link to accommodation tools website provided on every teacher's homepage	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Spanish resources for math available on the Person math portal. Link to accommodation tools website provided on every teacher's homepage
ELA/SLA Instructional Materials	K-5	HMH, Freckle ELA, Empowering Writers, Learning Without Tears, Istation, Brainpop, TEKS Resource System	K-1 Star Early Literacy (Renflow) 2-5 Star 360 Reading (Renflow) Digital District ELAR/ SLAR Interim Assessments	Yes	Students will be provided accommodations and/or modifications based on their Individualized Education Plan Differentiation and scaffolding supports within curriculum Link to accommodation tools website provided on every teacher's homepage	Istation Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Spanish resources for language arts are available for HMH, Empowering Writing, Learning Without Tears and Brainpop. Interim Assessments and screeners also provided in Spanish. Link to accommodation tools website provided on every teacher's homepage
Science Instructional Materials	K-5	STEMscopes Brainpop, TEKS Resource System	Digital District Science Interim Assessments	Yes	Students will be provided accommodations and/or modifications based on their Individualized Education Plan Differentiation and scaffolding supports within curriculum Link to accommodation tools website provided on every teacher's homepage	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. Spanish resources for science are available for Stem Scopes and Brianpop. Interim Assessments also provided in Spanish.

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						Link to accommodation tools website provided on every teacher's homepage
Social Studies Instructional Materials	K-5	Studies Weekly, Brainpop, TEKS Resource System	Studies Weekly online progress monitoring tests	Yes	<p>Students will be provided accommodations and/or modifications based on their Individualized Education Plan</p> <p>Differentiation and scaffolding supports within curriculum</p> <p>Link to accommodation tools website provided on every teacher's homepage</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>Spanish resources for language arts are available for HMM, Empowering Writing, Learning Without Tears and Brainpop.</p> <p>Interim Assessments also provided in Spanish.</p> <p>Link to accommodation tools website provided on every teacher's homepage</p>
Middle School Math	6-8	Agile Mind Texas Gateway	<p>Topic Pre and Post Assessments</p> <p>District Interim Assessments</p> <p>i-Ready Diagnostic</p>	Yes	<p>Differentiation strategies are embedded throughout the curriculum</p> <p>Math Speak (read aloud feature) available for all online content and assessments</p> <p>Interactive, visual simulations embedded throughout the curriculum</p> <p>Link to accommodation tools website provided on every teacher's homepage</p>	<p>ELL instructional strategies included in Teacher Edition</p> <p>Translation feature available for all online content and assessments</p> <p>Link to accommodation tools website provided on every teacher's homepage</p>
Middle School ELAR	6-8	SpringBoard Digital	<p>District Interim Assessments</p> <p>Zinc Reading Inventory</p> <p>Formative Reading/Writing</p>	Yes	<p>Differentiated pathways for different ability levels</p> <p>Differentiation strategies created for each lesson</p> <p>Read & Write literacy software</p> <p>Link to accommodation tools website provided on every teacher's homepage</p>	<p>Language Workshops</p> <p>ELL - Leveled Differentiated lesson adjustments</p> <p>Key resources available in Spanish when necessary</p> <p>Springboard cognates/word connections online</p>

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						Link to accommodation tools website provided on every teacher's homepage
Middle School Science	6-8	TEKS Resource System McGraw-Hill Online	Unit Tests District Interim Assessments Formative Daily	Yes	Differentiated curriculum provided in TEKS Resource System Read & Write literacy software Link to accommodation tools website provided on every teacher's homepage	Resources available in Spanish ELL instructional strategies included in Teacher Edition Link to accommodation tools website provided on every teacher's homepage
Middle School Social Studies	6-8	TEKS Resource System McGraw-Hill online	Unit Tests District Interim Assessments Formative Daily	Yes	Differentiated curriculum provided in TEKS Resource System Read & Write literacy software Link to accommodation tools website provided on every teacher's homepage	Resources available in Spanish ELL instructional strategies included in Teacher Edition Link to accommodation tools website provided on every teacher's homepage
High School ELAR	9-12	Springboard Digital AP Classroom	District Interim Assessments Zinc Reading Inventory Formative Reading/Writing	Yes	Instructional pathways Differentiation strategies embedded in each lesson by Springboard and used by teachers Link to accommodation tools website provided on every teacher's homepage	Language Workshops ELL - Leveled Differentiated lesson adjustments Key resources available in Spanish when necessary Cognates/word connections online Link to accommodation tools website provided on every teacher's homepage
High School Math	9-12	Delta Math Desmos Springboard Digital	Unit Tests District Interim Assessments Formative Daily	Yes	Leveled assignment suggestions in SpringBoard Personalized assignments in Delta Math Link to accommodation tools website provided on every teacher's homepage	Leveled Adjustments Vocabulary Support Link to accommodation tools website provided on every teacher's homepage

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		AP Classroom				
High School Science	9-12	TEKS Resource System Gizmos McGraw-Hill Online	Unit Tests District Interim Assessments Formative Daily	Yes	Interactive simulations embedded within Gizmos Differentiation suggestions provided in TEKS Resource System and McGraw-Hill Read & Write literacy software Link to accommodation tools website provided on every teacher's homepage	Resources available in Spanish ELL instructional strategies included in Teacher Edition Link to accommodation tools website provided on every teacher's homepage
High School Social Studies	9-12	TEKS Resource System McGraw-Hill DBQ Project Online	UnitTests District Interim Assessments Formative Daily	Yes	Differentiation suggestions provided in TEKS Resource System and McGraw-Hill Read & Write literacy software Link to accommodation tools website provided on every teacher's homepage	Resources available in Spanish ELL instructional strategies included in Teacher Edition Link to accommodation tools website provided on every teacher's homepage

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention of knowledge	<p>Instructional materials will be available through the Seesaw platform at PK-Kinder and either Google Classroom or Canvas in grades 1st through 12th. We are in the process of migrating to Canvas and had not completed training when the pandemic began. Synchronous touch points will be used to ensure students have consistent instruction albeit adapted for an online audience. Teachers at all grades will continue to collaborate and develop lessons with their in person colleagues since all will follow the same scope and sequence. All of our core area resources have digital components with which our virtual students will be able to access content. Our internal assessment system, which is completely digital, will help principals and district staff monitor the progress of students to ensure virtual learners keep pace with their in-person counterparts.</p> <p>Special educators and ESL Teachers will review online assignments and adapt the assignment to meet the students IEP or language needs. Special Educators will collect data bi-weekly to ensure that students are making and maintaining progress on IEP goals and objectives. Teachers will use data collection forms to monitor weekly how students are performing in the online environment. They will monitor each individual student objective that leads to the successful attainment of the students IEP goals.</p>

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Students with disabilities receiving specially designed instruction will have opportunities to check in daily with their case manager/special education teacher(s). Based on student needs and progress as measured by their participation and performance on assigned activities, students may be pulled to small group sessions or 1:1 sessions for additional support. Learning activities and assignments will be accommodated or modified to meet each student's needs and IEP. Some students will also receive printed copies of work or activity boxes that will be delivered to the home if the online platform is not enough for a particular student. Additional online resources are available on our [website](#) and linked to teachers' homepages including: [Texthelp \(Read & Write\)](#), which reads text to students, and [Fluency Tutor](#), which helps build reading fluency. In addition, students receiving special education services will also have access to [Lexia-Core 5](#), [Learning Ally](#) and [Bookshare](#).

Homebound students will receive instruction in an online platform commensurate with other students who are receiving virtual services.

Students with behavior goals will receive daily social skills lessons delivered by their special education teacher. They will also receive lesson check-ins on their work from the general education classes to be sure they understand the assignments and do not become frustrated. Speech services will be delivered in an online platform or in a 1 to 1 setting.

All English learners in need of additional support through accommodations and/or interventions will be provided supplemental instruction through small group instruction delivered synchronously by classroom teachers. Intervention lessons will be designed to advance language acquisition in listening, speaking, reading and writing in accordance with the ELPS and student's individual learning needs based on TELPAS and progress in core content instruction.

Elementary ELs will primarily be served through our dual language education program and will be provided with supplementary support and/or enrichment through iStation, a personalized instructional software that includes formative assessments, adaptive curriculum, and teacher directed lessons. Within iStation students are administered reading and math fluency assessments to identify students' individual levels and then placed on individual learning paths based on their abilities. Secondary ELs will be served through our middle school Spanish dual language classes and/or ESL programming. Our ESL programming includes a dedicated staff member at each campus to case manage, tutor, and accommodate students who are learning English.

Teachers of ELs will be supported with professional learning and guidance to systemize the use of embedded linguistic accessibility features available in commonly used tools to ensure access to the curriculum in remote learning:

[Google Translate](#) Chrome extension that translates paragraphs or entire websites.

[Newsela](#) provides free texts in English and Spanish at multiple Lexile reading levels for each text

[Rewordify](#) simplifies text in English and builds vocabulary

[Beeline Reader](#) Chrome extension that uses a color gradient to guide your eyes from the end of one line to the beginning of the next.

[SpeakIt](#) Chrome extension that converts text to speech.

[International Children's Digital Library](#): A collection of free fiction and non-fiction books grouped by age range available in 20 languages, for independent or family reading.

Teachers will be provided guidance and support to ensure access to student reference materials in their primary language, including online dictionaries and content glossaries in multiple languages:

[Omniglot](#) provides online dictionaries and tools in over 100 languages.

[NYU-supported site](#) provides content glossaries for language arts, math, science, and social studies in over 40 languages, including cognate glossaries.

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Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to log on daily to Seesaw, Google Classroom, or Canvas to reference activities and assignments for the day and interact with the teacher and other students during required synchronous classes or touchpoints. During synchronous classes, students will be expected to demonstrate engagement by listening to the instruction, participate in class discussions, and complete tasks as assigned. During asynchronous times, students will demonstrate engagement by completing assignments and submitting them through the LMS or demonstrating progress through online learning software. Teachers will document student engagement in their LMS subject to review by administrators. Students who do not demonstrate engagement on a given day are marked absent.</p> <p>Students are expected to demonstrate engagement for the teacher to track by a predesignated time every day; however, if assignments are turned in during afterhours of the same day, teachers can amend attendance the following day (within a 24-hour window).</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Student engagement will be tracked via any one of the three outlined methods:</p> <ul style="list-style-type: none"> ● Teacher interactions: Students may engage in synchronous learning with teachers on a schedule defined by the teacher (see sample schedules). Additionally, students may be requested to check-in with their teacher during scheduled tutorials or small group discussions. ● Daily progress in the LMS: Students will have at minimum a short daily assignment or question related to the day's learning objective. At the High School level, students will be monitored for electives through the use of Edgenuity daily progress reports. In grades PK-8, students will also demonstrate progress on various online programs such as Freckle Math or ELA which can be reviewed by the teacher and documented within the LMS. ● Assignment submissions: For each unit, assignments, projects, or other submissions will be turned in on the teacher specified due date. On these days, this will account for student's engagement. <p>If the student engages in multiple forms of engagement, which tracking mechanism is cited is left to the teacher's discretion. The campus Attendance Clerks and administration will verify student attendance with all teachers each week to ensure an accurate engagement count is being submitted. Students who were not engaged by the end of the day will receive a parent contact from a teacher or administrator.</p>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?</p>	<p>All digital platforms and tools (i.e. Google Classroom, Seesaw, etc.) utilized in the virtual environment will also be used in the on campus setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed.</p> <p>Our district had previously begun the process of becoming a Blended Learning district. Our professional development, equipment, and software has all been focused on providing technology based, independent learning within our classrooms. Our efforts have lent themselves to ensuring that what students experience in the virtual environment closely mirrors the content and quality we expect in the in-person environment.</p> <p>Currently, the district is planning for a 1:1 device roll-out of Chromebooks (K-12) for all virtual learners. For in-person students, we will have Chromebooks available as well, and they will access and submit via the LMS. For online virtual school, students will use the same process for accessing materials and submitting assignments</p>
<p>What is the system for tracking student academic progress?</p>	<p>Students will have several assessments to track academic progress throughout the school year the same as their in-person peers:</p> <ul style="list-style-type: none"> ● Every 9 weeks, students will take district assessments in STAAR Tested Core Subjects (Grades 3-11) <ul style="list-style-type: none"> ○ District Assessments are based on TEKS recently taught

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	<ul style="list-style-type: none"> ○ District Assessments are formatively used to drive future instruction, loopback and interventions ● All PreK Students will be progress monitored through RSK ● All students K-5 will take a Universal Screeners and periodically take a Progress Monitoring Assessment in Reading and Mathematics (TPRI/Tejas Lee, STAR Early Literacy, STAR Math, and STAR Reading) ● Students in grades 6-12 will take a Progress Monitoring Assessments ELAR (Zinc) ● Students in grades 6-8 Math (beginning each unit) (Agile Minds) ● Students in grades 6-8 who were previously identified as behind in math or reading will take a Progress Monitoring Assessment periodically (SRI, iReady) ● 6-12th graders will take Unit Assessments based on the TEKS just like their in-person peers <p>In addition, district will continue to implement the following official grade reports:</p> <ul style="list-style-type: none"> ● Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives ● Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period ● Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Students will receive feedback via multiple mechanisms:</p> <ul style="list-style-type: none"> ● Instructional software: The software provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs. ● Projects / assignments: Students will turn in projects / assignments at minimum of twice weekly. Teachers will provide feedback on these projects / assignments weekly. ● Teacher Synchronous Touch Points: Students will have regular face-to-face check-ins with their teachers according to their grade level plan, during which time they will review their learning and progress, and receive feedback on their performance. These check-ins are used to assess and adapt learning plans, assign small groups and tutorials, or provide enhanced services for students with special needs such as English learners or students with disabilities.

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
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How will both initial and ongoing, job-embedded educator development opportunities occur?

The [PD calendar](#) attached outlines the primary methods for delivery of initial and ongoing professional learning and identifies the skills and tools with which professionals are expected to become proficient.

Hutto ISD is a Raise Your Hand Texas Blended Learning grant recipient and demonstration site. Canvas is the learning management system through which all professional learning will be housed and delivered for educators, principals, and district staff. We were in the process of migrating to Canvas fully for all instructions when we received TEA guidance regarding having both in-person and virtual instruction simultaneously. We decide to provide campuses and teachers more flexibility in choosing between Google Classroom and Canvas for this school year.

- Canvas will be the learning management system designated for students in grades 6-8.
- Google Classroom is the learning management system for grades 1-5 and grades 9-12.
- Seesaw is the virtual learning platform for students in grades PK and K.
- Edgenuity is used for credit recovery, some secondary electives, and our alternative high school
- Nearpod: A student engagement platform educators can leverage to create interactive lessons within their LMS'.

Essential to ongoing training and support is the cadre of district leadership members, principals, assistant principals and campus leadership teams who are responsible for attending and supporting and replicating professional learning with their respective campuses over the course of the fall semester.

Campus Principals and Assistant Principals will:

- Develop high-quality instructional practices among your teachers that improve student performance
- Outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- Monitor student data to inform instructional and intervention decisions and improve student achievement

School Support District Coordinators and Specialists will:

- Provide on-going personalized professional development through use of the Canvas, Google Classroom, or Seesaw
- Model core content lessons and pedagogical strategies with guidance on integrating applicable digital tools
- Facilitate teachers deepening of content knowledge through collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements
- Supports the district in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs
- Assists instructional coaches and teachers in developing timely, digital-based responsive interventions for students with academic needs

Campus-based instructional specialists will:

- Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs
- Assist teachers in developing on-time responsive interventions for students with academic needs
- Guide teachers in the implementation of the district's adopted curriculum and instructional framework
- Model high-quality lessons aligned to the district instructional expectations and curriculum
- Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes
- Implement the district's coaching cycle by observing teachers virtually interacting with students and providing real-time feedback and targeted professional development to teachers

Instructional Technology Specialists will:

Support campuses and teachers with the purposeful integration technology and the delivery of high quality instruction in a virtual environment.

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	<p>Technology Department Help Desk: Our technology department has several staff dedicated to providing technical support to parents, students, and staff during virtual instruction.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Initial professional development provided in August and follow up support PD provided throughout the fall semester on the designated learning management system (Canvas, Seesaw or Google Classroom) will give provide educators with support and guidance to apply the use of digital tools to the delivery of course content while adapting course materials, activities, and pacing to the meet the needs of the individual students with whom they work. Professional learning will additionally address digital based accessibility tools and differentiation of instruction through digital-based accommodations and online assessments. Our curriculum materials are largely the same for in person and virtual so our PD is focused on the instructional delivery systems rather than the content itself.</p> <p>The opportunity to replicate the virtual training modules outlined above with their respective campuses during District Staff Development will also help to instill best practices for asynchronous course delivery.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>The school district initially sent our virtual instruction plan via email and posted on our website and social media. We followed up with a survey to determine parent preference for virtual or in person instruction.</p> <p>Communication with parents will be facilitated through platforms such as the Hutto ISD website, social media, email, Virtual “Table Talks”, and LMS parent portals as outlined below:</p> <ul style="list-style-type: none"> ● Website, social media, and email: Hutto will be using these platforms to provide quick and easily accessible announcements pertaining to all students in the Hutto ISD including parent training videos describing how to access their student’s LMS, expectations for student engagement, and sample schedules. In addition, we have and will continue to directly email written expectations and updates to all parents and guardians as well as post on the website and social media. ● Virtual “Table Talks” and Coronavirus Help Email: District staff will use Zoom to host periodic two-way conversations with parents around expectations, effectiveness, and concerns with virtual instruction. We have also set up a dedicated email address (coronavirus@huttisd.net) dedicated to answering any parent questions in a timely manner. ● LMS parent portals: Parents/guardians/custodians will have access to parent portals through Seesaw, Google Classroom, and Canvas, which will enable them to oversee their own student’s progress on academic assignments, engagement with lessons, and their interactions with teachers. This portal also serves as a two-way communication channel between parents and teachers.
<p>What are the expectations for family engagement/support of students?</p>	<p>Families are expected to support their students by attending and engaging in the following practices:</p> <ul style="list-style-type: none"> ● Helping their student follow their daily schedule ● Checking on student progress regularly in each class ● Support the use of technology tools to help access instruction ● Communicate openly with the teacher and campus administration regarding their family’s needs ● Support the student in their daily learning in PK-2nd grade

HISD ASYNCHRONOUS PLAN

	<p>Each week, teachers will communicate the following week's schedule and expectations for the coming week. Parents will have access to this schedule which will include synchronous and asynchronous items. If students are unable to access certain aspects of the plan, parents/students will have the responsibility to communicate with their dedicated teacher or campus administration to ensure that the student has what they need to continue learning. Teachers will continue to check-in with students and families to ensure they have the resources needed to support learning of the students.</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>As outlined above, the district will provide various resources and multiple opportunities to communicate and connect with parents and families. The Hutto ISD Parent and Family Engagement team along with various district departments and campus administrators will provide the following support and resources to our families:</p> <ul style="list-style-type: none"> ● Additional instructional resources and supplies to assist families with virtual learning i.e., student chromebooks, school supplies and home reading kits ● Access to the technology support through online chat and Spanish helpline ● Parent training videos on accessing the district's LMS i.e., SeeSaw, Google Classroom, and Canvas ● Health and social services support for families in need ● Online platform for parents to engage directly with the Superintendent and the Executive Leadership Team about the educational process i.e., Superintendent Table Talks <p>District Parent Support Specialists (PSS) will take the lead on family outreach and community engagement as well as understanding the needs of families and the community at large. They will develop communications for families/the community and continuously monitor the "Let's Connect", a district platform that allows parents to ask questions. This will be monitored closely and all questions and concerns will be answered in a timely manner. If necessary, a PSS will conduct home visits to ensure families get the support they need.</p> <p>Announcements, news and resources for parents will be posted on the district websites and will also be released through district social media outlets.</p> <p>Websites</p> <ul style="list-style-type: none"> ● Hutto ISD Website - Main online repository of all district news and information related to district business, operations, services and offerings. ● COVID-19 Updates Website - Repository of information and updates related to the district's response to the Coronavirus pandemic. ● Learn@Home Website - Educational plans, resources, and activities to help families continue and facilitate learning at home during COVID-19 relate school closures. ● Parent and Family Engagement Website- Offers various resources for families on how to stay involved in their child's education. <p>Social Media (to engage and inform parents and families)</p> <ul style="list-style-type: none"> ● District Facebook ● Parent and Family Engagement Facebook ● Twitter ● YouTube