



HAWKINS INDEPENDENT SCHOOL DISTRICT

CONTINUITY OF LEARNING

ASYNCHRONOUS MODEL

IN RESPONSE TO COVID-19

: 9:45- 10:45

Math

parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, HISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
Texas Home Learning 3.0	For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both -52.64 -1.4 Td hET Q q 36.48oeedTd hET Q..84(in)-1 359.64 708.72 Tr

Additional Consideration

f **Option 3:** Students in remote learning would access Texas Home Learning 3.0 through the state-supplied LMS while the students on campus would continue with the district provided resources. Being a small school, teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways.

Instructional materials and activities in both 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

While students are online, teachers can assist students in a sequence of lessons. 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 LMS and audio/video 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 work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (grades 3 - 12) , SeeSaw (PK -2) , or the THL LMS . To support our students

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
MATH INSTRUCTIONAL MATERIALS					
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
TEKS Resource System : Gap Implementation Tool	Elementary Secondary	Yes	This tool helps teachers identify gaps and adjust based on student needs.	This tool helps teachers identify gaps and adjust based on student needs.	N/A (teacher planning tool only)
Renaissance STAR	Elementary Secondary	Yes	Progress monitoring for IEP attainment Can be used as universal screener for Dyslexia	Vocabulary, Growth measure Both English and Spanish	Online, Data Tool
IXL (with scope and sequence aligned to THL 3.0)	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
READING LANGUAGE ARTS INSTRUCTIONAL MATERIALS					

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.

Print and Online, Instructional Tool

Texas Home
Learning 3.0

Elementary

Yes

The product includes

more training as Lunch and Learns each month and share on our district's website. Each session will be developed in a sequence of topics determined by high -in terest and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, Skyward, our LMS, personal contact from teachers via email, virtual platforms or voice calls. Custom websites have also been developed to help disseminate information to assist in the coordination and continued success for all students. It is paramount 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 virtual 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 needs to create a stronger remote learning environment.

Topics designed were: **Google Classroom for Beginners, Google Classroom Advanced, Promethean Board Implementation, Google University, SeeSaw, Trauma and Mental Health, and Gamify Your Classroom.**

In addition, staff HISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials.

Each session was provided in a distance learning and for the most part presented by our own HISD faculty.

PRINCIPALS AND OTHER ADMINISTRATORS

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

- f **Excellence in Remote Instructional Delivery** conducted by the Texas Education Agency July 20- Aug 7
- f **Designing a Remote School Modules 1-3** conducted by the Texas Education Agency July 29- 31

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

Principals and the Director of Curriculum and Instruction will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of TDi(e4 TDi(77 (t)11.4 (o)-2.4 (.004 Tc2.3 (t)13.3 (h)-1 (gen)-3 (s.3

Job embedded supports for teachers will include teacher observations, mentoring, coaching, examining student work, modeling, and a focus on analyzing high -

Student Roles and Responsibilities

- f* Establish daily routines for engaging in the learning process.
- f* Identify a space in home where you can learn and study comfortably.
- f* Regularly check SeeSaw and Google Classroom for assignments.
- f* Complete assignments with integrity and academic honesty.
- f* Communicate with the school when you need assistance. We are here to help.
- f* 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.
- f* Attend live instruction appropriately dressed in accordance to HISD dress code.

Parent/Learning Coach Roles and Responsibilities

- f* Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- f* Establish routines and expectations.
- f* Assist your student in locating a space in the home that is ideal for learning.