Brazos River CHARTER SCHOOL

2020-2021

ASYNCHRONOUS LEARNING MODEL

The goal of this plan is to provide ongoing, rigorous, TEKS-based instruction while maintaining instructional delivery that furthers student academic success and advances student learning by progressing through the state standards. It is understood that learning will be modified in a remote/digital environment. Brazos River Charter School will provide access, resources, and academic learning opportunities for all students in the remote setting through an asynchronous model, while incorporating opportunities for asynchronous learning/interaction.

GUIDING PRINCIPLES

1. Supporting students' emotional and academic wellbeing in a remote learning environment.

2. All students and families will have access to quality educational materials aligned to the TEKS and to the supports needed to successfully access those materials.

3. Empower educators to design learning experiences that meet the individual learning needs of each student, continuously measure learning outcomes to maximize student understanding and academic growth, and intensify communication with each other, students and parents.

4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as follows: 1) Progress in the Learning Management System (LMS) made that day, 2) Progress from teacher to student interaction made that day, or 3) Evaluating the completion and

understanding of assignments that day.

Synchronous instruction is similar to on-campus learning. It is two-way real-time, live instruction between students and teachers through the computer of other electronic devices or over the phone. BRCS will implement the model of Asynchronous Instruction. Our LMS is Edgenuity.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Using the information gleaned from the stakeholder engagement surveys administered by direct phone call or text, BRCS will make any necessary adjustments to 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 daily minimum requirements in grade levels 9-12. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases of Covid-19 in our county, the proposed schedules are to be used as guidance. The implementation model provided is subject to change.

BRCS 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 BRCS teachers will quickly adjust to remote learning as needed. IN the first weeks of school, all students and staff will be trained in using the LMS (Edgenuity). From the beginning of the school year, all teachers will design lessons using the LMS for on-campus learners, so that no break in continuity
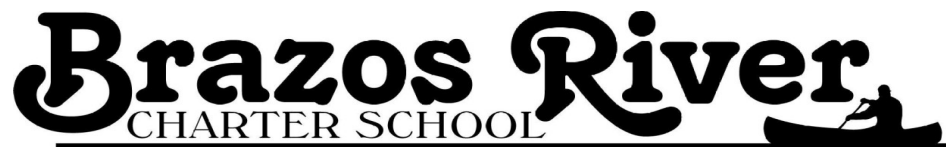
will occur between on-campus and at-home learning.

BRCS Asynchronous Plan

Throughout the year, some or all students will most likely traverse between the learning models (on-campus/remote), and we at BRCS are prepared to make this as seamless as possible.

Content for core subject areas will be a combination of curriculum gleaned from "Edgenuity," that is aligned with Texas standards, and supplemental teacher created projects to enhance students' learning experiences.

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The following schedule has been created by the campus principal to address staffing challenges due to small campus size/staffing in order to provide every student and teacher an optimum learning experience:

HIGH SCHOOL ASYNCHRONOUS BLOCK SCHEDULE
Monday, Wednesday, Friday

1	7:55 - 9:15	Block 1
2	9:17- 10:37	Block 2
3	10:39– 12:00	Period 3
		Break
4	1:00 – 1:45	Counselor's Connection
5	1:50 – 3:45	Tutoring/Teacher Connections*

Tuesday/Thursday

1	7:55 - 9:55	Block 4
2	9:57 - 12:00	Block 5
		Break
3	1:00 - 1:45	Counselor Connection
4	1:50 - 3:45	Tutoring/Teacher Connections*

Notes:

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Students receive 240(+) minutes of both synchronous and/or asynchronous instruction each day.

Daily schedules are provided to parents and students.

Students will attend live sessions for community building, counselor guidance and intervention or enrichment. These live sessions will allow peer-to-peer interaction and relationship connections with teachers. The counselor will set up one-on-one or small group guidance sessions to support social and emotional learning as well as college and career connections.

Content for core subjects is provided through Edgenuity and supplemented with campus instructional resources.

Content and instruction is provided by departmentalized teachers, who are the points of contact for their prospective subject areas.

Office hours will be available as needed during the day to assist parents and students as needed. The campus principal and counselor will be available in the evenings to conference with parents and/or students as needed.

Attendance will be taken in TxEIS, as determined by level of student engagement.

Grading procedures will be the same as on-campus learning as outlined in the BRCS Grading Policy.

*Appointments can be made by teacher and/or student/parent during "Tutoring/Teacher Connection" time to answer questions, remediate instruction, or to reteach challenging material. Attendance will be required if the teacher requests an appointment with your child. Teachers will make efforts to reschedule if possible, in order to accommodate a student's/parent's work schedule.

The instructional materials provided through the LMS, Edgenuity, will be utilized in conjunction with teacher's and/or diagnostician's/ ARD Committee's determination to address students with disabilities, 504 status, or English Learners.

Teacher Arrival Time: 7:30 AM– 4:30 PM

Students will frequently and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher

assigned lessons while engaging with
and supporting students through classroom discussions (Asynchronous - Zoom/Google Meet), 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 complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings.

Additional Support for Students with Learning Needs

For students with disabilities, BRCS will work with students and families to minimize possible barriers experienced by remote learners. 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.

II. MATERIAL DESIGN

Description: BRCS staff will implement the Edgenuity LMS, and various other TEKS-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Students' 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 take place bi-weekly in the form of detailed progress reports and/or phone calls/emails to allow for parents, students, and teachers to be more engaged and informed throughout this school year.. Specifically, to ensure coherence and continuity, BRCS will leverage each resource in the following way:

Resources: Primary Use in Material Design
BRCS will leverage Edgenuity materials in the order of the provided module/unit scope and sequence.

BRCS will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the Edgenuity scope and sequence and as personalized digital learning tools.

BRCS will leverage digital programs/applications to enhance every student's learning experience. Some examples are PenPal, CommonLit, Khan Academy, Educreations, WolframAlpha, and Glip.

BRCS will leverage DMAC, Edgenuity, and teacher-created formative and summative assessments to track student growth throughout the year. These assessments will align with the campus assessment calendar as well as the Scopes and Sequences, and results will be shared in the bi-weekly communication with students and parents.

BRCS will leverage the Campus Leadership team and PLC's (teachers, principal, counselor, and diagnostician by meeting weekly (posted on Google shared calendar) to analyze assessment data and student work to develop the best plan of action for individual academic growth.

FEEDBACK TIMELINES

Daily feedback will be provided through the LMS through student work and assignment completion. Bi-weekly progress reports will be provided through TxEIS and shared with the parents/guardians and students. At the end of every cycle (6 weeks), feedback and grade reports will be provided as well. Intermittent feedback is provided to students as needs arise. The campus principal has designed a block schedule that will allow time for teachers to work on remote lessons, provide student mentoring for every student on campus, and increase parent engagement/communication throughout the learning process.

Contact logs will be provided to all teachers to document bi-weekly contact.

The principal, counselor, and teachers will work with individual stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child.

Our most at-risk students face numerous obstacles on a daily basis, even when they participate in traditional, on-campus learning, so remote learning will certainly add to their frustrations. It is of the utmost importance that BRCS staff members strive to maintain meaningful relationships and connections - whether on campus or via digital

delivery - 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 integrated in Google classroom and/or other social media learning platforms (to expose students to as much technology-driven lessons/peer interactions as possible and will provide adaptations as needed for individual students. The Edgenuity LMS, as well as teacher-created lessons (based on input from students, parents, and ARD/ELL committees) will help to address students with disabilities, 504 designations, and English Learners.

The campus principal and counselor will be included as students (AKA's) in the LMS so that weekly digital "walkthroughs" may occur. These observations, whether in person or remotely, will enable the administrators to provide weekly feedback on lesson planning and lesson delivery.

COHERENCE IN INSTRUCTION

Currently, 97% of our parents have responded to the survey by choosing on-campus learning. BRCS will proceed as follows with the parents/students who have chosen to learn remotely:

The classroom teacher will select appropriate lessons from the LMS and assign those lessons that coincide with the lessons being taught on campus. Students would access content through the LMS and designated district-provided devices. Due to our small staff, teachers will be expected to simultaneously teach both on-campus and remote learners.

Because of compromised health situations due to Covid-19, the Spanish 1&2 teacher as well as the English 2&4 teacher must stay at home and teach their classes asynchronously. These classes will meet in a supervised setting and participate in a Zoom session (live feed) using Chromebooks and headphone/mic sets. The principal, counselor, and/or available teachers will provide the supervision/assistance for these classes.

Further Consideration: If closure becomes necessary, all teachers will utilize the LMS to select and assign student work accordingly.

Instructional materials provided for remote learners 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 as long as all necessary guidelines have been followed and met at the home

during the home learning process.

LESSON PREPARATIONS

While students are online, they will have access to on-demand tutoring as needed. 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. All students and teachers will receive Edgenuity training in the first 3 weeks of school. Students who enroll after the initial training will be trained by a designated teacher or administrator.

To support our students who are served in special programs, teachers will participate in weekly PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Pre-recorded instructional videos will be uploaded into the LMS as needed. Live teacher assistance will take place through Zoom, Google Classroom, Google Meets, and/or phone/email contact between the hours of 8:00 am-4:00 pm and 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 TxEIS promptly. "Simple In- Complex Out" is our guideline for prioritizing content that is fundamental to academic growth, engaging, relevant, and meaningful to the students. We want to give our students the knowledge/training they need to alleviate stress and make the remote learning *process* simple for them, while assigning work/projects that provide the necessary depth of understanding to foster educational and emotional growth in spite of a remote setting.

Students with Disabilities For students with disabilities, BRCS teachers, who are all special education-certified, will work with the diagnostician, ARD committee, students, and families to minimize barriers experienced in a remote setting. We will implement varied means of engagement through teacher-student mentor sessions, IEPs, 504 plans, and IAPs to encourage student interest and motivation for learning, differentiate by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Materials Assessment

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III. STUDENT PROGRESS

Description: We are expecting skill deficiencies due to last spring's school closures. It seemed like we were caught unaware and unprepared, but BRCS staff worked hard to deliver a remote learning experience through Google Classroom and met with students via Zoom, phone calls, and in some cases, met individual students and parents in their classrooms, while practicing stringent social distancing protocol. Regardless of their hard work, the students' learning suffered. We learned a lot in that short time, and intend to keep learning! Our goal is to assess students by daily formative assessments and by administering the optional Beginning-of-Year assessments provided by T.E.A. to identify/address student learning gaps. The results of the BOY assessment will be studied and discussed in the PLC meetings to follow in order to devise a plan of action for students who have learning gaps that will hinder their educational progress.

Student Access: Students will access the assessments on campus using Chromebooks. Designated staff members will administer the assessments one-on-one to at-home learners on a schedule/at a location that is accommodating to the parents/guardians.

DATA COLLECTION

We will use the assessment data as a barometer for student progress. Differentiate learning experiences and adaptations of curriculum will be developed as needed to support student learning. Growth will be tracked and communicated through our Learning Management System and DMAC. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence (YAG).

ACTIVE ENGAGEMENT

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

1. Completion of lessons- activities, assessments, projects on a daily basis,

2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, OR

3. Daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxEIS, based on the level of 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) will be adhered to in all testing environments.

2. Teachers and school testing coordinators will be trained on how to deliver online assessments.

3. Test security protocols will be put in place in school and remotely.

4. Teacher instructional authentic assessments will be delivered online through a variety of modalities including

   teacher-created questions or performance tasks placed in the Learning Management System.

5. All assessments will guide instruction.

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