Blue Ridge ISD Asynchronous Learning Plan 2020-21

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BRISD School Board Pre-Approved: July 20, 2020

TEA Approved: September 3, 2020

Background Information

Blue Ridge ISD began the remote learning design process in May 2020 with a series of surveys sent to students, parents, and staff in the district. The information gained from these surveys was then analyzed and discussed with parents and staff during a series of Teaching and Learning Task Force meetings. The feedback from the surveys and meetings greatly influenced the development of this plan.

When designing the instructional delivery specifics within the plan, a committee of district teachers was assembled to give feedback and make suggestions. Their input led to the varied design and delivery components at each campus.

There will be times when students who learn asynchronously will be required to login at specific times and meet with their teacher/classmates. Students will also be required to come to the school to demonstrate mastery in certain courses. See the campus principal for more information.

We view this plan as always unfinished. Every day we learn new things about best practices within Blue Ridge ISD that cause us to go back and rethink the way we design and deliver instruction to students learning asynchronously. We believe that this process will ultimately lead to a solid, rigorous instructional plan that greatly benefits the students of Blue Ridge ISD.

Instructional Schedule

Blue Ridge Elementary

In order to allow teachers to create videos and plans for the asynchronous learning environment, lessons in the asynchronous learning management system may lag behind face to face learning by no more than one week. The graphic below shows how teacher lesson planning and delivery will occur for asynchronous instruction.
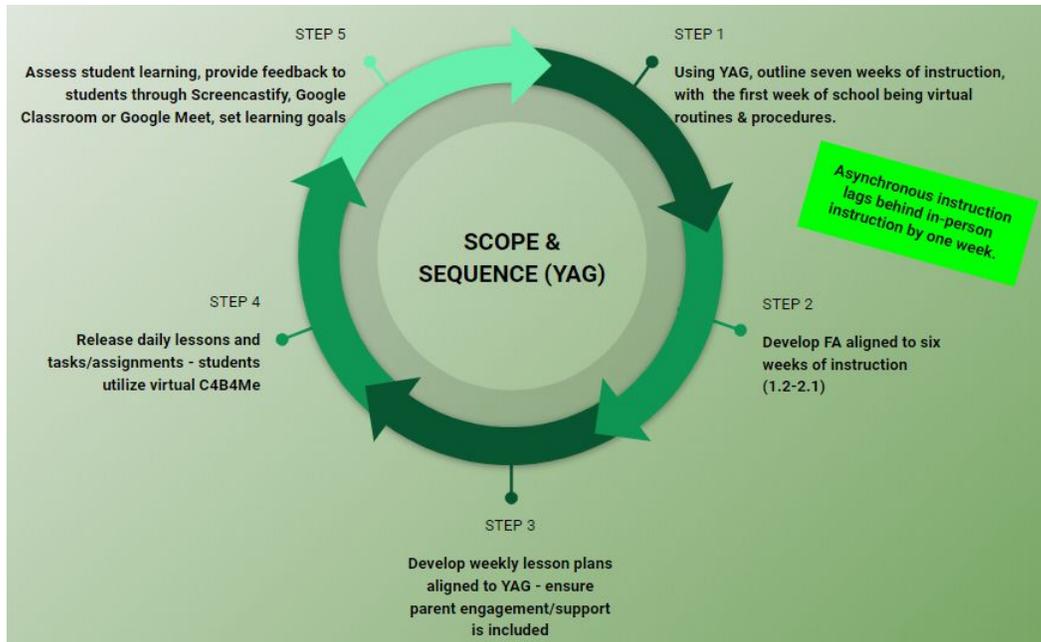
As noted in Step 3 above, Blue Ridge ISD follows a common lesson planning format based on Fisher and Frey's Gradual Release of Responsibilities.
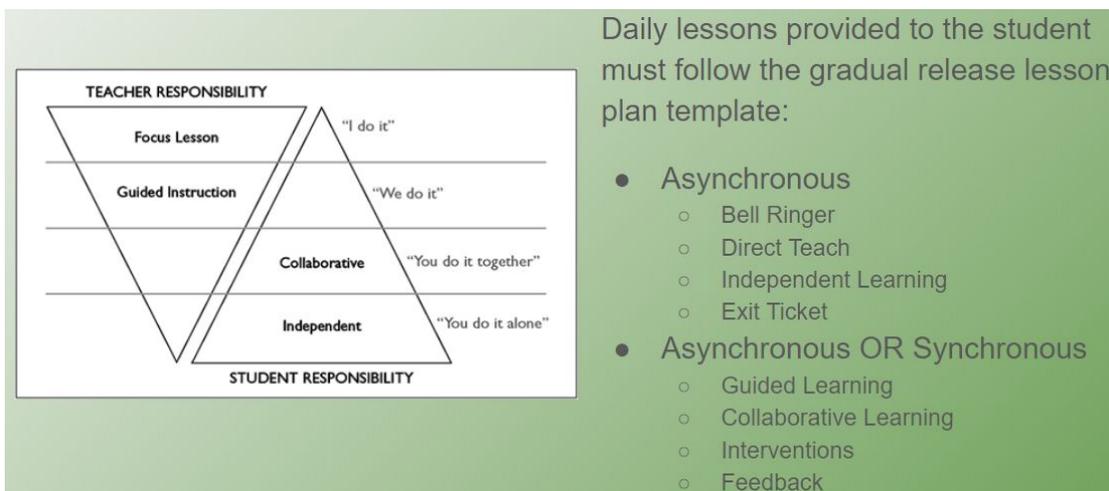
This asynchronous instructional schedule allows half-day Pre-K students to be engaged in learning for at least 90 minutes daily:

Half day Pre-K Daily Schedule		
Instructional Component	**Suggested Minutes**	**Description of Activities**
Moving and Learning	10	This teacher-created video will lead the student through the opening of the daily lesson.
Read-Aloud Social Studies	15	The teacher will create or upload a video that reads aloud to the student as they follow along on their screen.
Literacy Lesson	25	This independent activity will focus on the completion of assignments/tasks/projects that connect to the Pre-K Language, Reading, and Writing skills.
Math Lesson	25	This independent activity will focus on the completion of assignments/tasks/projects that connect to the Pre-K Math skills.
Science Activity	15	This independent activity/task/project will focus on the student learning the importance of investigating, observing, describing, and discussing materials and objects.
Content Connection		At least twice weekly scheduled conferences with the teacher. Teacher availability for scheduled conferences (office hours) will coincide with their daily 45 minute conference period.

The following asynchronous instructional schedule allows for K-5 students to be engaged in learning for at least 180 minutes daily (60 minutes ELAR, 60 minutes Math, 30 Minutes Social Studies and/or Science, and 30 minutes Art, Music, and/or PE):

Kindergarten - 5th Grade Daily Schedule		
Instructional Component	**Suggested Minutes**	**Description of Activities**
Bell Ringer	10 Math/ELAR	The teacher will provide an activity to be completed in order to engage the student in learning. This is necessary to refocus students due to the movement between courses throughout the day.
Focus Lesson	15 Math/ELAR	This teacher-created video will lead the student through the opening of the daily lesson.
Independent Learning	25 Math/ELAR	This independent activity will focus on the completion of assignments/tasks/projects that connect to the TEKS associated with each grade level subject.
Collaborative Learning	25 Math/ELAR	The teachers will daily allow for student collaboration. Collaboration may require a student to chat virtually with classmates, create a video to share and receive feedback from classmates, and/or participate in an online discussion board via the LMS or another program (such as Padlet).
Exit Ticket	10 Math/ELAR	Each lesson will require students to complete a quick formative assessment connected to their learning.
Teacher Feedback		Teacher feedback will be provided as aligned with the BRISD Grading Policy, via video (Screencastify, Google Meet), email, and/or phone call.
Intervention Opportunities		At least twice weekly scheduled conferences with the teacher. Teacher availability for scheduled conferences (office hours) will coincide with their daily 45 minute conference period.
Focus Lesson	15 SS/SciSpecials	This teacher-created video will lead the student through the opening of the daily lesson.
Independent Learning	20 SS/Sci/Specials	This independent activity will focus on the completion of assignments/tasks/projects that connect to the TEKS associated with each grade level subject.
Collaborative		The teachers will offer an opportunity for student

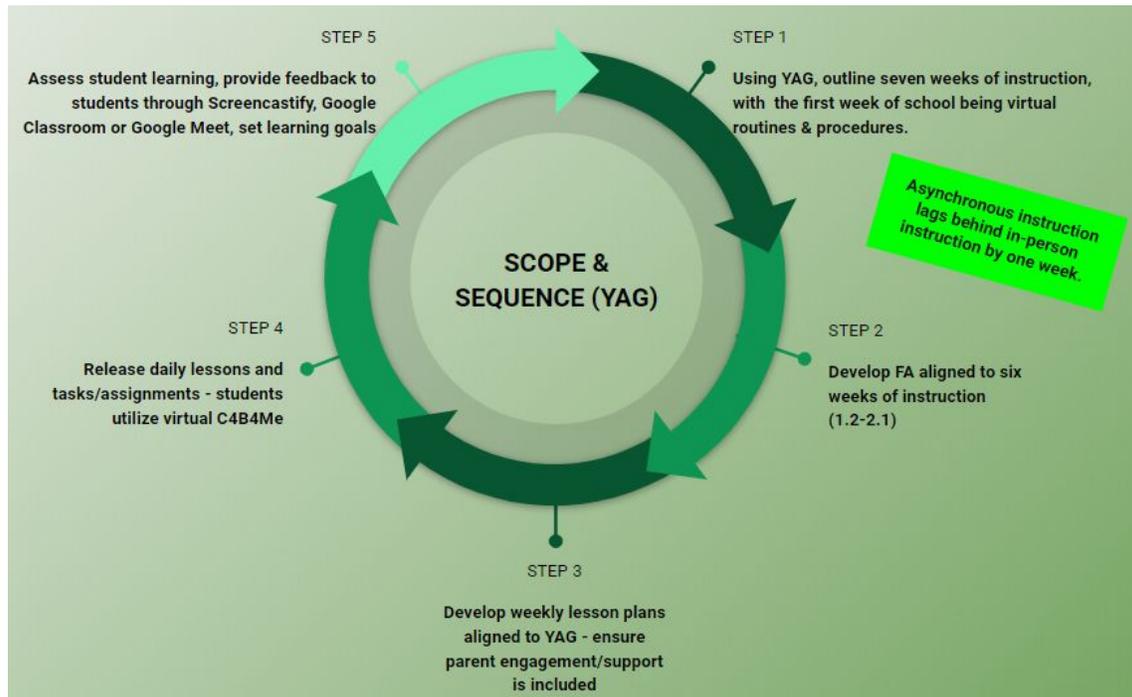| Learning		collaboration. Collaboration may require a student to chat virtually with classmates, create a video to share and receive feedback from classmates, and/or participate in an online discussion board via the LMS or another program (such as Padlet).
Exit Ticket	10 SS/Sci/Specials	Each lesson will require students to complete a quick formative assessment connected to their learning.
Teacher Feedback		Teacher feedback will be provided as aligned with the BRISD Grading Policy, via video (Screencastify, Google Meet), email, and/or phone call.
Intervention Opportunities		At least weekly scheduled conferences with the teacher. Teacher availability for scheduled conferences (office hours) will coincide with their daily 45 minute conference period.

In order to accommodate the needs of special education, the Blue Ridge Elementary special education teacher, Patti Levi, will post daily office hours consistent with her 45 minute conference period. Further, special education instructional aides will be made available during the school day to assist classroom teachers when giving feedback and/or during intervention conferences.

Blue Ridge Elementary utilizes the pull-out program to grow ESL students. The Blue Ridge ISD ESL Coordinator, Anna Miller, will schedule daily virtual sessions with ESL students who choose to learn asynchronously.
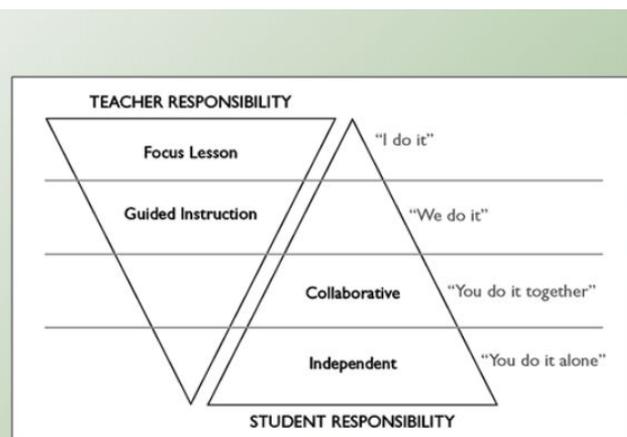
Dyslexic students who are learning asynchronously will continue to work their way through the program utilized by the district. Blue Ridge ISD Dyslexia Coordinator, Leslie Patterson, will schedule daily sessions with dyslexic students to ensure therapy continues as scheduled.

Blue Ridge Middle School

In order to allow teachers to create videos and plans for the asynchronous learning environment, lessons in the asynchronous learning management system may lag behind face to face learning by no more than one week. The graphic below shows how teacher lesson planning and delivery will occur for asynchronous instruction.

As noted in Step 3 above, Blue Ridge ISD follows a common lesson planning format based on Fisher and Frey's Gradual Release of Responsibilities.

This asynchronous instructional schedule allows middle school students to be engaged in learning for at least 240 minutes daily, based on the current middle school 8 period day (at least 30 minutes per class period):

6th - 8th Grade Daily Schedule		
Instructional Component	**Suggested Minutes**	**Description of Activities**
Bell Ringer	5	The teacher will provide an activity to be completed in order to engage the student in learning. This is necessary to refocus students due to the movement between courses throughout the day.
Focus Lesson	15	This teacher-created video will lead the student through the opening of the daily lesson.
Guided Learning		The teachers will allow for student collaboration, which could begin with teacher guided learning. Collaboration may require a student to chat virtually with classmates, create a video to share and receive feedback from classmates, and/or participate in an online discussion board via the LMS or another program (such as Padlet).
Collaborative Learning		
Independent Learning	25	This independent activity will focus on the completion of assignments/tasks/projects that connect to the TEKS associated with each grade level subject.
Exit Ticket	5	Each lesson will require students to complete a quick formative assessment connected to their learning.
Teacher Feedback		Teacher feedback will be provided as aligned with the BRISD Grading Policy, via video (Screencastify, Google Meet), email, and/or phone call.
Intervention Opportunities		At least twice weekly scheduled conferences with the teacher. Teacher availability for scheduled conferences (office hours) will coincide with their daily 45 minute conference period.
Social Emotional Learning (SEL)		The campus counselor will provide SEL to students at least weekly. Counselors will schedule times to meet with students learning asynchronously to check on their emotional well-being.

In order to accommodate the needs of special education, the Blue Ridge Middle School special education teacher, David Williams, will post daily office hours consistent with his 45 minute conference period. Further, special education instructional aides will be made available during the school day to assist classroom teachers when giving feedback and/or during intervention conferences.

Blue Ridge MIddle School utilizes the pull-out program to grow ESL students. The Blue Ridge ISD ESL Coordinator, Anna Miller, will schedule daily virtual sessions with ESL students who choose to learn asynchronously.

Dyslexic students who are learning asynchronously will continue to work their way through the program utilized by the district. Blue Ridge ISD Dyslexia Coordinator, Leslie Patterson, will schedule daily sessions with dyslexic students to ensure therapy continues as scheduled.

Blue Ridge High School

Edmentum Courseware

Students at Blue Ridge High School who choose to learn asynchronously will have access to the rigorous courses available through edmentum. Blue Ridge High School teachers will provide oversight, as well as feedback for these courses. The curriculum is completely TEKS-aligned and comes with instructional videos as well as assignments, which can be customized locally.

Instant visibility to student pacing and progress

Know exactly how students are pacing with powerful data views that give you unmatched visibility into pacing, progress and performance, supported by integrations with LMS and SIS solutions for easy transfer of assignment and course grades. With our courses, you will never wonder if a student is behind, ahead or right on target with their goals. Learn about our new enhancements.
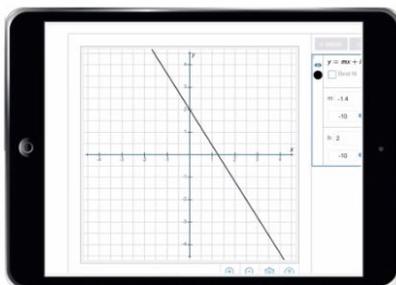
Unparalleled course customization, flexibility, and interoperability

Edmentum Courseware makes customization simple. We give you control to restructure content and even add your own custom content to create customized courses and assignments with a few clicks. Plus, integration with Clever and ClassLink as well as leading LMS providers make managing student data easy and provide educators and learners with a seamless experience. See how we integrate with 3rd party partners.

Each course will be set up to require at least 30-45 minutes of instruction daily. Utilized as either a stand alone method, or combined with teacher created lessons, a student would daily complete at least 240 instructional minutes.

Along with this method of instruction, Blue Ridge High School teachers will be in the system to allow for review of student attendance, grades, and progression through the course. Blue Ridge High School teachers would still be required to set office hours to assist students, as well as provide intervention support, as needed.

Teacher Developed Lessons

Lessons for courses that are not offered through the Edmentum Courseware mentioned above will be developed locally by subject level teachers, which will meet the learning needs of each student, as well as satisfy their portion of the 240 required instructional minutes.

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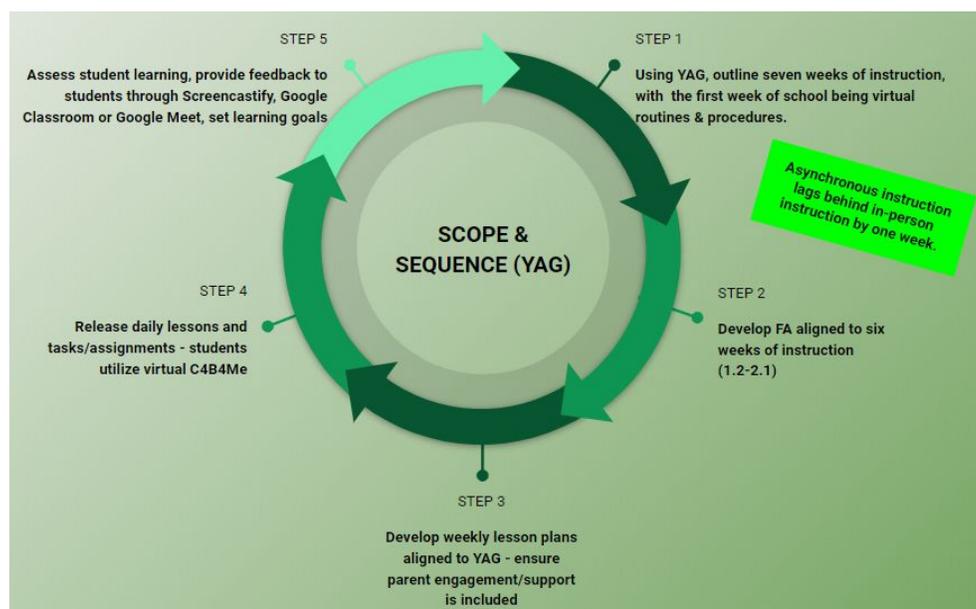
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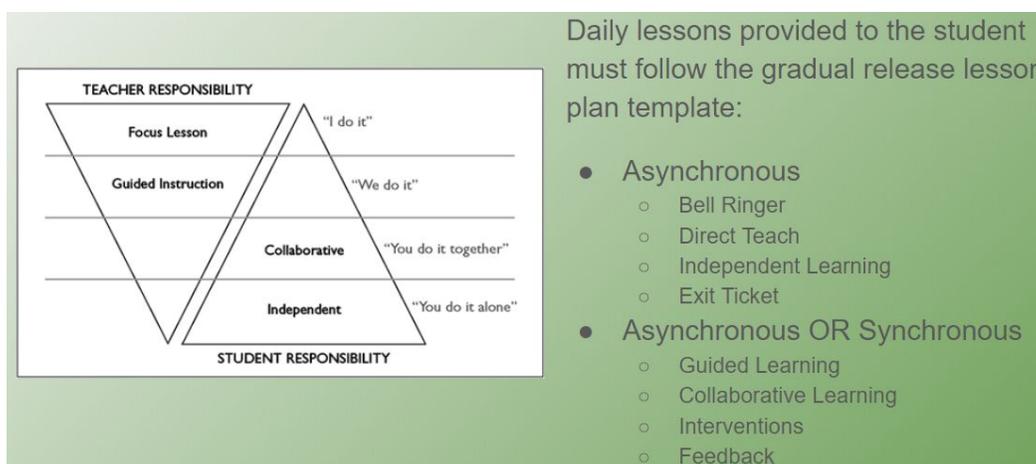
This asynchronous instructional schedule allows high school students to be engaged in learning for at least 240 minutes daily, based on the current high school 8 period day (at least 30 minutes per class period):

9th - 12th Grade Daily Schedule		
Instructional Component	**Suggested Minutes**	**Description of Activities**
Bell Ringer	5	The teacher will provide an activity to be completed in order to engage the student in learning. This is necessary to refocus students due to the movement between courses throughout the day.
Focus Lesson	15	This teacher-created video will lead the student through the opening of the daily lesson.
Guided Learning		The teachers will allow for student collaboration, which could begin with teacher guided learning. Collaboration may require a student to chat virtually with classmates, create a video to share and receive feedback from classmates, and/or participate in an online discussion board via the LMS or another program (such as Padlet).
Collaborative Learning		
Independent Learning	25	This independent activity will focus on the completion of assignments/tasks/projects that connect to the TEKS associated with each grade level subject.
Exit Ticket	5	Each lesson will require students to complete a quick formative assessment connected to their learning.
Teacher Feedback		Teacher feedback will be provided as aligned with the BRISD Grading Policy, via video (Screencastify, Google Meet), email, and/or phone call.
Intervention Opportunities		At least twice weekly scheduled conferences with the teacher. Teacher availability for scheduled conferences (office hours) will coincide with their daily 45 minute conference period.

In order to accommodate the needs of special education, the Blue Ridge High School special education teacher, Terra Mathers, will post daily office hours consistent with her 45 minute conference period. Further, special education instructional aides will be made available during the school day to assist classroom teachers when giving feedback and/or during intervention conferences.

Blue Ridge Elementary utilizes the pull-out program to grow ESL students. The Blue Ridge ISD ESL Coordinator, Anna Miller, will schedule daily virtual sessions with ESL students who choose to learn asynchronously.

Dyslexic students who are learning asynchronously will continue to work their way through the program utilized by the district. Blue Ridge ISD Dyslexia Coordinator, Leslie Patterson, will schedule daily sessions with dyslexic students to ensure therapy continues as scheduled.

Materials Design

Resource	Description
TEKS Resource System	The TEKS Resource System (TRS) is an online curriculum management system utilized by Blue Ridge ISD. TRS is created and supported by the Texas Curriculum Management Program Cooperative (TCMPC). Elements within TRS will provide teachers with course scope and sequence, exemplar lessons, as well as specific elements related to planning.
Texas Home Learning 3.0	Texas Home Learning 3.0 is an at-home learning resource provided by the Texas Education Agency to be utilized by parents, students, and teachers. Resources found within Texas Home Learning 3.0 may be utilized to assist in planning and asynchronous lesson delivery.
Other TEKS-aligned and adopted resources	Blue Ridge ISD utilizes other, campus/subject specific resources that may be used during asynchronous lesson delivery. Information about campus/subject specific resources can be found in the sections below.

Because Blue Ridge ISD utilizes the Gradual Release of Responsibilities lesson delivery format, it is important that all students learn to work independently - which includes taking the initiative to solve problems on their own. In order to guide students through this process, Blue Ridge ISD asks students to "See 4 Before Me" (C4B4Me). Below, C4B4Me is outlined for both the face to face classroom, and the asynchronous learning environment:

C4B4Me

In-Person Learning:

1. Check your mind and personal resources
2. Check your room and classroom resources
3. Check your peers
4. Check your technology

Asynchronous Learning:

1. Check your mind and resources provided by the teacher (*Student One-Stop-Shop needed*)
2. Check your peers via an online discussion board (*Padlet, Google Classroom, etc.*)
3. Check your technology
4. Check with your teacher via Google Classroom, Google Meet, or Screencastify.

Blue Ridge Elementary

Resource	Subject	Description
IStation Reading	K-5 ELAR	Online program providing reading level assessments and lessons. Specific time requirements are suggested in order to utilize the program with fidelity.
Handwriting Without Tears	K-5 ELAR	Consumable handwriting program with online components that teachers will send home to asynchronous learners for practice. Teachers can discuss handwriting practice/progress during scheduled meetings.
myView Literacy	K-5 ELAR/SS	Blue Ridge Elementary literacy program that includes an online program students can access from home. Social Studies TEKS are embedded into lessons. Phonics practice is included in EC grades.
IStation Math	K-5 Math	Online program providing math level assessments and lessons. Specific time requirements are suggested in order to utilize the program with fidelity.
GoMath	K-1 Math	Primary math curriculum resource for students in Kindergarten and 1st Grade. An online component is included.
Sharon Wells Math	2-5 Math	Primary math curriculum resource for students in 2nd through 5th Grades. Coursework may be uploaded in the LMS via online components.
ScienceFusion	K-4 Science	Primary science curriculum resource for students in Kindergarten through 4th Grade.
STEMscopes	5 Science	Primary science curriculum resource for students in 5th Grade. The program itself is computer-based which makes using asynchronously a natural fit.
FrogStreet	Pre-K	Primary curriculum resource for all subjects covered in Pre-Kindergarten.

Blue Ridge Middle School

Resource	Subject	Description
HMH Into Literature	6-8 ELAR	Blue Ridge Middle School literacy program that includes an online program students can access from home.
Study Island	6-8 ELAR	Online program that can be accessed asynchronously. Lessons are customized by teachers and pushed to students based on individual learning needs.
Maneuvering the Middle & GoMath	6-8 Math	These two resources are combined and utilized to support math instruction at Blue Ridge Middle School.
STEMscopes	6-8 Science	Primary science curriculum resource for students in 6th - 8th Grade. The program itself is computer-based which makes using asynchronously a natural fit.
McGraw Hill Social Studies	6-8 Social Studies	Primary Social Studies curriculum resource at Blue Ridge Middle School. An online component is included, which can be used in asynchronous lessons.

Blue Ridge High School

Blue Ridge High School uses a variety of instructional resources to meet the needs of students throughout the many courses offered. Courses that cannot be taught asynchronously, such as some CTE courses, are supported through the use of an online program (such as iCEV).

Students at Blue Ridge High School will utilize the Edmentum Courseware for all core courses and Spanish that are both offered, and able to be taught asynchronously. Edmentum Courseware courses include appropriate coursework, opportunities for accommodations/modifications based on specific student needs, and embedded assessments.

2020-21 Blue Ridge High School Master Schedule Course Offerings

Hybrid: May Require In-Person Sessions	Asynchronous (Edmentum Courseware)	Asynchronous (iCEV Curriculum)	Asynchronous (Locally Developed)
Athletics	English I, II, III, IV	Principles of AG	English I EOC Lab
Band	Honors English I, II	Advanced Animal Sci	English II EOC Lab
Theater	Algebra I, II	Small Animal Mgmt	Yearbook
Certifications	Honors Algebra I, II	Equine Science	Algebra I EOC Lab
Robotics	Geometry	Livestock Production	College Math Prep
AG Mechanics	Honors Geometry	Wildlife Mgmt	Honors A&P
Advanced AG Mech.	Honors Pre-Calculus	BIM I, II	Forensics
Floral Design	Honors Physics	Principles of AV Tech	Env. Science
Career Prep	Economics/Government	Audio Video Prod.	Resource ELA
Career Practicum	US History		Resource Math
	Spanish I		Life Skills
	Spanish II		Study Skills
	IPC		Art I, II, III
	Biology		AG Math
	Honors Biology		PE
	Chemistry		Video Game Design
	Honors Chemistry		Intro to Engineering

Blue Ridge ISD Assessment Process

Creating Assessments

Students who participate through asynchronous instruction will be given district assessments every six weeks in all ELAR, Math, Science, and Social Studies courses. Teachers are provided with instructions regarding how to develop these assessments. These assessments will consist of a ratio of
⅔ Readiness Standards to ⅓ Supporting Standards, and include questions that are depth of knowledge (DOK) level 2 or higher. Assessments are to be created in DMAC, and will be assessed utilizing the online testing option therein.

Response to Assessments

After the students have completed the assessments in DMAC, the teachers will run the following reports and provide feedback to students through conferencing:

- Item Analysis
- Student Responses
- Student Targeted Skills
- SE Performance
- SE Tutorial

After providing feedback, teachers will schedule specific virtual intervention times to meet with students to address deficiencies found within each report. Prior to beginning the intervention, but after the feedback conference, students will set personal improvement goals based on specific SE performance.

Student Progress

All Campuses

Learning Management System (LMS)

Blue Ridge ISD will utilize Schoology as the Learning Management System (LMS) for the district. Within Schoology, Blue Ridge ISD will utilize Seesaw in Pre-Kindergarten, Kindergarten, and 1st Grade, and Google Classroom for students in 2nd Grade through 12th Grade. Teachers will schedule daily learning tasks (Bell Ringer, Exit Ticket, etc.) within the LMS aligned to the respective aforementioned campus Instructional Schedule. Students will be expected to turn in assignments on dates provided in the syllabus/LMS. Teachers will check the LMS daily to ensure learning tasks are being completed.

The Edmentum Courseware provides a student tracking system that can be accessed by Blue Ridge High School teachers. Teachers can then take the information provided by the system to determine academic progress, time on task, attendance, grades, etc.

Teacher Feedback

As outlined in the Instructional Schedule, core teachers are expected to meet at least weekly with students to provide academic feedback. Teachers will post office hours consistent with their daily 45 minute conference period, but may choose to offer additional hours during the 7:30am - 4:30pm daily window.

The Blue Ridge ISD Student Handbook requires teachers to give students feedback on any assignment completed and turned in within five school days. Students learning asynchronously shall expect that same turnaround time regarding assignments.

Feedback to students is expected to be given in a variety of ways, including through Zoom (Grades PK-1), Google Meet (Grades 2-12), Screencastify, email, and phone call. Google Meet and Screencastify (with picture in picture) are the preferred methods to provide feedback due to the ability of the teacher to show students their work and comment as the work is on the screen. Moreover, students are encouraged to utilize the same methods to ask questions of their teachers.

Implementation

Professional Learning Calendar

Date	Asynchronous Instruction Topic(s)
August 3, 2020 *Staff Workday*	Introduction to Asynchronous Learning: Required Components and Lesson Planning
August 4, 2020 *Staff Workday*	LMS: Schoology w/ Google Classroom & Seesaw Creating and Uploading Videos for Asynchronous Learning
August 5, 2020 *Campus Day*	Designing Quality Lessons in the Asynchronous Learning Environment
August 7, 2020 *District Day*	Asynchronous Planning - Student Attendance
August 7, 2020 *District Day*	Asynchronous Planning Q&A
August 10, 2020 *Campus Day*	Asynchronous Learning: How to Use Google Meet & Screencastify
August 12, 2020 *Campus Day*	Asynchronous Learning: Texas Home Learning 3.0 & edPuzzle
September 28, 2020	Response to Asynchronous Assessments: Ensuring Student Success
October 16, 2020	Asynchronous Q&A Session

January 5, 2020	Asynchronous Reset: Preparing for the Second Semester
February 15, 2020	STAAR/EOC Prep in the Asynchronous Learning Environment

Family Engagement Plan

Meet the Teacher

Meet the Teacher Night for asynchronous instruction will be held virtually on August 11, 2020. Parents of students who will be learning asynchronously will be invited to join a Zoom meeting with campus principals, who will explain the expectations for asynchronous learning. After the initial call, campus teachers will reach out to parents either virtually or via phone call, and further discuss questions and concerns related to asynchronous learning.

Technology Distribution and Training

Technology distribution and training will take place August 11th and August 12th, 2020. Parents and students will be expected to come to the school during scheduled times to pick up their technology, and be trained on how to use the technology and the LMS.

Blue Ridge ISD will provide a Chromebook or other age-appropriate device for students who choose at-home learning or have to move to at-home learning due to an illness. The district is working to be able to provide WiFi to students participating in asynchronous learning via mobile hotspots or WiFi on buses.

Ongoing Parent Training and Support

Twice a month, campuses are expected to host continued training for parents and students who are learning asynchronously. Furthermore, teachers will be utilizing resources found in the asynchronous learning plan during their classroom instruction in order to prepare students to seamlessly adjust to remote learning in the event of face to face school closure.