

Brazosport ISD Asynchronous Plan 2020-2021

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.

Elementary Sample Schedules

Note: All virtual and face-to-face learning will follow the BISD Curriculum Framework and utilize the district resources provided. Students will receive both synchronous and/or asynchronous instruction each day. The number and duration of each period will vary by grade level/campus. Virtual teachers will make connections with families prior to school start date to ensure that everyone is connected and ready for learning. The amount of instructional time and breaks will be varied as necessary and appropriate for each grade band (eg., PK-2 will have additional breaks and academic time may be divided into smaller blocks of time). Examples of elementary schedules are below:

Schedule Examples	Notes
Pre-K 2nd Grade Kindergarten 3rd Grade 1st Grade 4th Grade	<p>Students will be engaged in instruction for a minimum of three to four hours daily. All subjects will be a blend of synchronous and asynchronous instruction. Students are expected to be actively engaged in scheduled activities.</p> <p>Appropriate breaks based on developmental age will be given. Interventions will be provided to students based on individual performance and student need. Office hours for student help/parent contact will be established by individual classroom teachers.</p>
Alternate Schedule Examples	Notes
PK-2nd Grade 3rd-4th Grade	<p>Same as Above but provides an Alternate schedule to address a smaller number of students if needed.</p>

Secondary Sample Schedule

Grades 5-12		Notes
1st Period	7:30-8:15	Students will be engaged for a minimum of 300 minutes of both synchronous and/or asynchronous instruction each day. The number and duration of each period varies by grade level/campus. Face-to-face instruction will be

2nd Period	8:20-9:05	happening concurrently for some students.
3rd Period	9:10-9:55	<p>Unique daily schedules are provided to students and parents based on a student's course selection.</p> <p>Teachers have sections scheduled for each period to provide live instruction, tutorials, academic support, and/or monitor student engagement. Students have access to their teacher during this scheduled time each day.</p> <p>Students are expected to follow their daily schedule for either live or on-demand learning each day. Students in a fully asynchronous course will have access to their teacher for tutorials during the scheduled period, and teachers will actively monitor student progress and intervene appropriately.</p> <p>Intervention time is embedded in the scheduled school day. Teachers and administrators will work to schedule students for this extra intervention time as evidenced by student need. Intervention time will include a mix of synchronous and asynchronous engagement.</p>
4th Period	10:00-10:45	
Intervention	10:50-11:25	
5th Period (and lunch)	11:30-1:00	
6th Period	1:05-1:50	
7th Period	1:55-2:40	
8th Period	2:45-3:30	

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students are expected to be meaningfully engaged for a minimum of 300 minutes per day. There are designated blocks of synchronous time for each class in the daily schedule. However, the overall time is based on a combination of instructional time and assigned work. Students and teachers are expected to follow the daily schedule to the greatest extent possible. Daily, live, two-way virtual instruction is offered in all classes at all levels and required under our instructional guidelines for staff as outlined in the Virtual Instruction Handbook for staff. Teachers utilize Google Meets to host their classes.</p> <p>Teachers can track student progress via Google Classroom and/or Schoology, and can tailor content for students based on formative assessment data derived from informal teacher assessments, as well as common assessments administered through the LMS, Eduphoria, Edgenuity, or other software. Additional small group instruction time is determined based on formative assessments, and daily office hours are available for students in the small number of courses dominated by asynchronous content via Edgenuity. Formal assessments are built into the scope and sequence of each course to ensure students are progressing at the appropriate pace.</p> <p>In limited cases, students will be provided with paper packets as means of daily academic content interaction for students with connectivity issues. These will be designed to engage students for a minimum of 300 minutes per day as well.</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>In addition to the daily schedule at each level, content area PLCs collaborate with district staff to ensure that activities at each stage of the gradual release model are paced to equal an equivalent to full day instruction for students. At each step, we work to ensure that neither too many, nor too few assignments are provided in each area. Each course has a scope and sequence followed by both face to face and virtual learners that covers the depth and breadth of each student expectation for teachers, and model lessons have been prepared as exemplars for what a complete lesson entails in the virtual environment.</p>

<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers and students are expected to follow their daily schedule and meet face to face via Google Hangouts during each specified time block. Brazosport ISD believes there is no substitute for a good teacher, and that this interaction is crucial. While opportunities for recording asynchronous attendance without the live interaction are available, we will use those qualifying methods sparingly. For the few courses at the high school level where students do not have daily face to face instruction required, daily open office hours where teachers can meet with students or answer student questions are required. Attending office hours is not mandatory; students may determine if they choose to attend. As stated above, all students and teachers are expected to follow their daily schedule to the greatest extent possible. Teachers are teaching virtually from campus, and administrators are providing accountability that daily student/teacher interaction is occurring.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students who are eligible and are enrolled in special education, 504, or receiving EL accommodations will have their IEPs implemented in a virtual environment purposefully. District and campus staff reviewed these student files and made sure appropriate staffing allocations were made before the start of school. Students not part of a special program with additional learning needs will be serviced through our PLC and RTI processes. Teachers will be implementing small group instruction and providing individualized feedback in the virtual environment to the greatest extent possible, as they would for face to face instruction. Intervention blocks are built in the master schedules of all of our schools.</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?
<p>Math Instructional Materials</p>	<p>PK-12</p>	<p>Curriculum Frameworks HMH: Texas Go Math (K-5) HMH: myhrw (6th-8th) McGraw Hill (Secondary) Cengage TEKS Resource System</p>	<p>Google Classroom Activities Campus Based Unit Assessments District Common Assessments Star Renaissance Math Assessments TEMI CLI Engage</p>	<p>Yes</p>	<p>Visual and virtual manipulatives accessible for EL and Sped learners Differentiation and scaffolding supports are embedded in the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Special Services-Accessibility Resources for ALL Learners</p>	<p>There is a spanish version available for EL students. Visual and virtual manipulatives accessible for EL and Sped learners Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee. Supports for English Learners</p>

		<p>ST Math</p> <p>Think Up! Math</p> <p>STEMScopes Math k-2</p> <p>ALEKS</p> <p>Agile Minds - Intensified Algebra</p> <p>Texas Home Learning 3.0</p> <p>Edgenuity</p>				
<p>ELAR/SLAR Instructional Materials</p>	<p>K-12</p>	<p>Curriculum Frameworks</p> <p>TEKS Resource System</p> <p>HMH and McGraw Hill Textbook Resources</p> <p>Texas Home Learning 3.0</p> <p>Edgenuity</p> <p>No Red Ink 5-12</p> <p>iStation</p> <p>Renaissance Accelerated Reader</p> <p>Read 180</p>	<p>Google Classroom Activities</p> <p>Campus Based Unit Assessments</p> <p>District Common Assessments</p> <p>Renaissance STAR Reading Assessments</p> <p>iStation Assessments</p> <p>CLI Engage</p> <p>TPRI and Tejas Lee</p>	<p>Yes</p>	<p>Differentiation and scaffolding supports are embedded in the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Special Services-Accessibility Resources for ALL Learners</p>	<p>Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee.</p> <p>Supports for English Learners</p>

		Leveled Literacy Interventions				
Science Instructional Materials	K-12	<p>Curriculum Frameworks</p> <p>TEKS Resource System</p> <p>Texas Science Fusion</p> <p>STEMSCOPES</p> <p>Texas Home Learning 3.0</p> <p>Edgenuity</p>	<p>Google ClassroomDiDistm Activities</p> <p>Campus Based Unit Assessments</p> <p>District Common Assessments</p>	Yes	<p>Differentiation and scaffolding supports are embedded in the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Special Services-Accessibility Resources for ALL Learners</p>	<p>Texas Science Fusion and STEMSCOPES have an online hub that features English and Spanish materials such as videos and resources.</p> <p>Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee.</p> <p>Supports for English Learners</p>
Social Studies Instructional Materials	K-12	<p>Curriculum Frameworks</p> <p>TEKS RS</p> <p>Studies Weekly</p> <p>McGraw-Hill</p> <p>Cengage</p> <p>Texas Home Learning 3.0</p> <p>Edgenuity</p>	<p>Google Classroom Activities</p> <p>Campus Based Unit Assessments</p> <p>District Common Assessments</p>	Yes	<p>Differentiation and scaffolding supports are embedded in the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>Special Services-Accessibility Resources for ALL Learners</p> <p>Assigning Lexile Levels for McGraw-Hill Textbooks</p> <p>Studies Weekly Accessibility Features</p>	<p>K-5 Studies Weekly provides all resources in Spanish</p> <p>Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee.</p> <p>Supports for English Learners</p> <p>Spanish Content for MGrav-Hill Textbooks.</p>

Career & Technical Education Materials	7-12	iCev Cengage Goodheart-Willcox NCCER Savvas (formerly Pearson) Edgenuity	Google Classroom Activities Certification Examinations (Certiport, NHA, etc.) Campus Based Assessments	Yes	Differentiation and scaffolding supports are embedded in the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Special Services-Accessibility Resources for ALL Learners	Linguistic accommodations for instruction, and designed supports for assessment, will be determined by the LPAC committee. Texas CTE for EL Learners
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Provide additional explanations of how your instructional materials meet the criteria if needed:

The majority of instructional resources listed above are available in a virtual format making them easily accessible and available to students and parents in a virtual learning environment. In limited circumstances, our instructional resources will be adapted for low-tech learners with connectivity troubles through the provision of paper packets.

Curriculum Frameworks are our internal curriculum documents that include scope/sequences, sample assessment items, sample learning activities, clarification of academic standards.

Texas Home Learning 3.0 will be utilized to as a resource to supplement our existing instructional resources in the applicable grade levels/ subjects.

Other electives will make use and adapt the appropriate adopted resources for use with virtual learners utilizing the same scope and sequence in a similar manner to core curriculum courses.

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional materials will be made available through our learning management system (Google Classroom / Edgenuity / Schoology). Teachers will adapt/modify them appropriately for students to engage in a virtual learning environment. Pre-recorded and live instruction will be a key component of our virtual learning to ensure students know how to access and navigate the instructional materials and receive clear/direct instruction on new concepts and skills. Students in a virtual learning environment will be following the same scope and sequence as students in an at school learning environment.

<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Continuity in personalized support for students with specialized needs and services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student’s individual plan. The Departments of Language Acquisition and Special Services have developed extensive guidance documents to support staff in accommodating and/or modifying curriculum based on each student’s individual plan, including Accessibility Resources for ALL learners.</p> <ul style="list-style-type: none"> ● Language Acquisition Guidance <ul style="list-style-type: none"> ○ Language Acquisition Accessibility Resources ● Special Services B*Ready 2020 Guidelines <ul style="list-style-type: none"> ○ Special Services- Accessibility Resources for ALL Learners
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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 must be engaged daily with pre-assigned instructional activities; failure to demonstrate engagement on a given day will result in being marked absent.</p> <p>Instructional activities for engagement will include but are not limited to:</p> <ul style="list-style-type: none"> ● completing assigned instructional tasks ● completing projects ● participating in live virtual instruction ● answering questions ● submitting pictures of assignments / tasks ● submitting tasks through a learning management system ● participating in pre-recorded virtual instruction ● submitting assigned instructional activities <p>These activities must be clearly defined, measurable, and published for parents and students.</p> <p>All students are expected to be engaged daily and are assigned activities that are designed to equate to the minutes assigned for specific grades.</p> <p>Additionally, teachers will be available for office hours to provide additional guidance and support.</p> <p>Students are expected to demonstrate this engagement during the scheduled school day for the assigned activities to be marked Present - Remote Asynchronous; however, if a student completes the required engagement for the day prior to 11:59 PM on that day, the teacher may record the student as Present - Remote Asynchronous on the following day.</p>

What is the system for tracking daily student engagement?

- Attendance will be recorded as “Present-Remote Asynchronous” based on the following:
 - For daily progress in the student management system, student attendance will be recorded no less than weekly for each individual day of enrollment based on reports from the system.
 - For daily progress via student-teacher interaction, attendance will be recorded no later than 4 PM each day.
 - For the completion / turn in of assignments, attendance will be recorded no later than 4 PM each day.
 - If a student is engaged and demonstrates sufficient progress after 4 PM but prior to midnight, the teacher will submit an attendance change to Present-Remote Asynchronous.

Students who participate in virtual learning will be assigned a designated teacher. Students will engage in daily synchronous academic instruction (see schedules above) with their teachers as well as asynchronous instruction to provide additional learning activities based upon the TEKS and grade and content level district curriculum documents. Virtual teachers will follow the district’s adopted curriculum scope and sequence.

- Students attending school virtually will be marked *Present Remote Asynchronous (RA)*, or *Absent (A)* each day. Examples of how these codes are applied are provided in the bullets below.
 - A student who logs into their live class meeting and participates in class activities is marked **Present Asynchronous**.
 - A student who does not attend a scheduled online class meeting, does not submit work for the day and does not have interaction with the teacher is marked **Absent**.
 - A student who **does not attend a scheduled online class meeting**, but does submit their daily work as provided through Google Classroom, Schoology, or other platforms, or who has daily progress through interaction with the teacher at another time that day, is marked **Present Asynchronous**. They may be initially marked absent by the teacher when they miss class, and their code will be changed once they submit the work.
 - To be counted Present Remote Asynchronously (RA) for the day, students are expected to complete the work or activities that are assigned for that day. Students are not permitted to work ahead or to catch up on daily assignments and receive attendance credit since they will not have completed the assigned tasks on the day for which they were assigned.
- Daily engagement activities will also be monitored including:
 - The use of Google Meet to provide live whole or small group instruction,
 - The use of GoGuardian to monitor students usage of chromebooks,
 - Completion of lessons, activities, assessments, and required student projects on a daily basis (in both electronic/paper versions)
 - engagement with the teacher(s).
- Time stamps may be used when appropriate engagement measures are submitted through the learning management system to determine if a student completed the measure of engagement for that day on that day.
- The district is committed to solving the digital divide. BISD has provided hotspots to all families in need through district purchases and thorough TEA’s operation connectivity. Every student is provided with a chromebook. In the isolated incidences where a student does not have adequate internet access at home to participate virtually, is unable to use a district provided hotspot for whatever reason, and is unable to attend face to face, campus staff will provide a weekly system of work distribution and collection equivalent to asynchronous instruction in the digital environment.

How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?

- Grades PK - 4**
- The following expectations align with the processes and procedures that would occur if the student was attending a traditional class on campus:**
- Students in all grades will begin their day synchronously with their teacher and will be expected to participate synchronously in instruction in all core content subjects.
 - Whole group and small group instruction will be provided and students will be expected to complete and submit assignments, projects, and tasks as per teacher request.
 - Students will be required to regularly check Google Classroom for assignments and actively engage daily with their teacher(s.)
 - Students will interact with their Special’s teachers (ie; music, PE, STREAM) through a blend of synchronous and asynchronous instruction.
 - Students will be expected to take all district screeners and curriculum based assessments to determine student growth and achievement levels for possible intervention placement.
 - Students identified for intervention classes will be expected to fully engage in the curriculum provided by their teacher.
 - Office hours will be provided by teachers to work with students needing additional academic support while also providing time for parent contact.

	<ul style="list-style-type: none"> All district attendance requirements will be adhered to by students attending remote virtual learning. Handouts, assignments, and teacher resources will be provided to students who are having temporary internet connectivity issues to ensure students are keeping up with classroom expectations. <p>Grades 5-12</p> <ul style="list-style-type: none"> Students engaged in asynchronous learning will follow the same scope and sequence as students in on-campus learning or in synchronous learning. The instructional activities, learning targets, and coursework for asynchronous will have been adapted from the on-campus learning model many times by the same team of educators teaching on campus. Asynchronous learners will still be expected to follow an instructional schedule that mirrors the on-campus schedule. Much of the coursework would be designed for completion either during that time period or later in that same day. All students are expected to maintain 90% attendance for course credit whether participating in learning virtually or at school.
<p>What is the system for tracking student academic progress?</p>	<ul style="list-style-type: none"> Students will engage in synchronous learning with teachers and their class on a schedule defined by the teacher but ensures the district's scope and sequence for curriculum is implemented. Students will check in with their teacher daily. In addition, student academic progress will be monitored by the following: <ul style="list-style-type: none"> Recording daily attendance and adhering to district/TEA guidelines for student absenteeism. Student participation in all formative assessments such as unit tests, curriculum based assessments and other district required tests to track student academic progress. Teachers will track student progress utilizing the LMS. Grades will be entered into the TEAMS gradebook which can be viewed by students and parents. Virtual learners will also submit assignments to teachers throughout each unit for the purpose of determining academic progress. Monitoring of computer programs and resources will be conducted by the teacher to ensure student utilization. The use of GoGuardian will be employed to monitor proper chromebook use. Holding weekly grade and content level PLC's to review student academic progress and making adjustments in instruction to meet student needs. Google Hangout will be available for conferences with parents to discuss student academic progress. Title 1 campuses will be conducting individual parent conferences to review the Title 1 Compact and review student progress. Students and parents will have access to Google Classroom to provide communication of assignments and requirements. District parent portal will also be utilized for increased communication. Grading expectations are the same as face-to-face learners. <p>Special Services B*Ready 2020 Guidelines-Collect data on all students progress both for virtual instruction and in person instruction on the students electronic service log/data collection form in order to update goals and objectives every 9 weeks in alignment with general reporting requirements.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Students will receive feedback on their academic progress through a variety of methods:</p> <ul style="list-style-type: none"> Daily interaction with their teacher on assignments, activities, and lessons. The use of Google classroom to create feedback on academic progress. Instructional software that provides real-time instructional feedback (ST Math, Istation, STEMscopes, Texas Go Math, Think Up, etc.). Teachers will meet in weekly PLC meetings to track student progress and communicate with students and parents. Based on student data, teachers will reach out to students in need to provide intervention/enrichment supports. The use of screeners, unit tests, and curriculum based assessments will be employed to monitor student progress, adjust instruction, and inform students of their academic strengths and deficiencies as they progress throughout the school year. Grades are recorded weekly enabling students/parents access to student performance.

- Parent Portal, ClassDojo, and School Messenger will provide various means of communication for parents regarding individual student and campus information.

Key Requirement Implementation:

Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Date/Time of Year	Key Topics	Audience
May 26-28, 2020	Remote Summer Professional Development <ul style="list-style-type: none"> - Eduphoria Test Builder - Implementing Tech in the Classroom - Summarizing Strategies at Work - Sliding into Blended Learning - Video as a Tool in the Classroom 	Teachers
June 1, 2020	Instructional Coaching Planning <ul style="list-style-type: none"> - Sharing of Remote Learning Strategies - Remote Learning Expectations - Development of Virtual Handbook 	Instructional Coaches Coordinators
June 4, 2020	Instructional Coaching Planning <ul style="list-style-type: none"> - Instructional Expectations for Remote Learning - Model Virtual Lesson Development - Trainer of Trainer Planning for Leadership Retreat 	Instructional Coaches Coordinators
July 7, 2020	Attendance and Enrollment Training for Synchronous and Asynchronous expectations	District Administration
July 9, 2020	Model Lesson building and review <ul style="list-style-type: none"> - Bank of subject-level model lessons - Technology integration - Remote Learning Expectations - Finish Train the Trainer planning for Leadership Retreat 	Curriculum & Assessment Dept Instruction & Professional Learning Dept
July 13, 2020	BeReady 2020 Review <ul style="list-style-type: none"> - Review of back-to-school plan - Review of Broad Strokes Remote Instruction Expectations 	District Administration Campus Administration

July 16, 2020	PPE & Chromebook Deployment review <ul style="list-style-type: none"> - Materials and safety equipment to be provided to campuses - Plans for deployment of Chromebooks to students before school starts 	District Administration Campus Administration
July 21 & 28, 2020	Edgenuity Training: Administrators	Curriculum Coordinators Campus Administration
July 21 & 28, 2020	Edgenuity Training: Counselors	Counselors
July 29-30, 2020	Leadership Retreat <ul style="list-style-type: none"> - Be Ready 2020 Back to School Expectations Review - Train the Trainer for Remote Learning Implemented 	Campus Administration
August 3-4, 2020	Remote Summer PD Part 2 <ul style="list-style-type: none"> - Topics include: <ul style="list-style-type: none"> - Video as a Tool in the Classroom - Google Classroom & Drive - Screencastify & Flipgrid 	Teachers
August 5-7, 2020	Teacher Induction Program <ul style="list-style-type: none"> - Curriculum Resources - Remote Learning Strategies - Classroom Management 	New and New-to-District Teachers
August 5-12, 2020	Edgenuity Webinars: Intro to Courseware	Curriculum Coordinators Campus Administration Campus Teachers
August 7, 2020	Attendance Procedures for Asynchronous Learning and a review of Asynchronous Expectations	District Administration Campus Principals
August 13, 2020*	District PD - Curriculum in the Virtual Environment <ul style="list-style-type: none"> - Curriculum Frameworks - Model Virtual Lessons - Remote Learning Expectations and Support 	Teachers and Instructional Staff
August 24-25, 2020	GoGuardian Training (Student Management Software) <ul style="list-style-type: none"> - Introduction to GoGuardian - Updates to the program 	Media Specialists Instructional Coaches Principals Teachers
August 24-26, 2020	Edgenuity: Student Progress and Data Management	Campus Administration Campus Teachers
August 25 & 27, 2020	Schoology for Teachers <ul style="list-style-type: none"> - Provide teachers with foundational support to successfully utilize 	District Administration Campus Administration

	Schoology platform	Teachers
August 24 & 31, 2020	Schoology for Campus Leaders - Support campus administrators as they lead campuses utilizing Schoology	District Administration Campus Administration
Monthly from September- May	Assistant Principal Meetings and Principal Meetings - Each meeting will review remote learning procedures and remote learning expectations. - Each meeting will feature a professional development portion for refining remote learning practices.	Campus Administration
October 16, 2020*	District PD - Focus on remote lesson development - Teams will refined the scope and sequence as needed to ensure appropriate pacing	Teachers
October 19, 2020	Campus PD - PLCs will build remote lesson plans based on district PD	Campus Administration Teachers
February 12, 2021*	District PD - Focus on remote lesson development - Teams will refined the scope and sequence as needed to ensure appropriate pacing	Teachers
February 15, 2021	Campus PD - PLCs will build remote lesson plans based on district PD	Campus Administration Teachers

*Please note, every district-pd day includes training for campus staff in every assignment, including Special Education and EL.

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

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Initial training for remote learning expectations and support will be delivered in a trainer of trainer format. Campus Administrators are trained by district staff and then provide training at the campus level. Training on content specific lesson formats, supports, and expectations will occur on each district wide staff development day, and is followed by a campus day to plan for classroom level implementation.
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Brazosport ISD's professional development program traditionally focuses on three areas: content knowledge, instructional methodology, and instructional strategies. Those three focus areas remain the same, but have been tailored to meet the needs of remote learning. Content knowledge development is done through comprehensive district wide staff development on days embedded in the school calendar as outlined above. Instructional methodology in the virtual environment has been the primary focus of professional development for leadership teams and in turn, campus based PD this year. The PD has centered around explaining expectations in the virtual environment and available supports to meet those expectations. The instructional coaches and/or media specialists at each campus are providing job-embedded support/training to teachers as they refine their practices. Instructional strategies beyond methodology have focused primarily on technology tools. In accordance with the calendar above, we are providing ongoing training in the use of: Google suite (we are an EDU customer), Schoology (LMS), Screencastify (video creation and editing), and Go Guardian

(student management software). Additionally, model lessons were created for each content area to illustrate the use of these tools to successfully implement the teaching of content.

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>Communication with parents will be facilitated through multiple platforms including the Brazosport ISD website, School Messenger, ClassDojo and Parent Portal.</p> <ul style="list-style-type: none"> ● A parent guidance document outlining student expectations for virtual learning has been developed for both the elementary (Spanish) and secondary (Spanish) levels and will be updated as needed to provide pertinent information. <ul style="list-style-type: none"> ○ Elementary Parent Guide to Virtual Learning Español ○ Secondary Parent Guide to Virtual Learning Español ● Classroom teachers will be communicating with families to keep them abreast of classroom routines, student assignments/activities/projects, and expectations for student progress. ● Two way communication between teacher and families will be frequent and students identified for interventions will receive additional supports and increased school to home communication.
<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students by attending and engaging in the following learning activities outlined by their classroom teacher(s):</p> <ul style="list-style-type: none"> ● Establish daily routines for engaging in the learning process. Identify a space at home where students can learn and study comfortably. ● Regularly check Google Classroom for assignments and monitor individual progress in academic computer programs used to reinforce instruction. ● Complete classroom lessons, assignments, and activities on-time and with academic honesty and integrity. ● Monitor your student’s academic progress including the completion and submission of teacher requested assignments. ● Actively engage in academic interventions and utilize teacher office hours to address any educational concerns. ● Communicate with your teacher and or campus staff (ie; counselor, behavior specialist, Special Education support staff, etc.) if additional student supports are needed.
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>The following additional supports will be provided to families:</p> <ul style="list-style-type: none"> ● Use of Chromebooks for all students and Help Desk information for parents. ● Use of Wifi hotspots to enable internet connectivity. Use of campus computer labs if needed to support student learning. ● District created videos to show how students/parents log into and use various educational computer programs and platforms. ● District Websites including: Just Ask, B*Connect Jr, and B*Ready for Covid information. ● Provide virtual learning guides for parents: <ul style="list-style-type: none"> ○ Elementary Parent Guide to Virtual Learning Español ○ Secondary Parent Guide to Virtual Learning Español ● Social media platforms including Facebook, Twitter, Ready Rosie and YouTube. ● Campus newsletters/Virtual Parent Meetings

- Access to ancillary staff for social-emotional supports
- Free meal service for students enrolled in virtual learning.

[Special Services B*Ready 2020 Guidelines](#)- Special Services Parent Resources, Training, and Engagement Opportunities