



RICHLAND SPRINGS ISD REMOTE ASYNCHRONOUS MODEL 2020-2021

RICHLAND SPRINGS INDEPENDENT SCHOOL DISTRICT



REMOTE ASYNCHRONOUS MODEL PLAN

2020-2021



RICHLAND SPRINGS ISD REMOTE ASYNCHRONOUS MODEL 2020-2021

RATIONALE/PHILOSOPHY

Richland Springs ISD (RSISD) plans to provide a remote instructional plan through asynchronous instruction to provide EVERY student the opportunity to access high level curriculum and demonstrate mastery on the TEKS. Each content level and grade level will be provided an instructional schedule that provides high level curriculum resources, ability to monitor student progress, and sustained planning to provide fidelity in implementation. The collaboration with teams of teachers, students, parents and school administration and other stakeholders will ensure student success at every level, regardless of instructional format.

Asynchronous Definition: 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 progress in the Learning Management System. RSISD uses Google Classroom as the district's Learning Management System (LMS). Progress from teacher to student interaction made that day and evaluation the completion and understanding of assignments that day will be marked for each student.

GUIDING PRINCIPALS

1. Supporting students' academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

METHODS OF IMPLEMENTATION FOR CONSIDERATION

Looking at student, teachers and parent survey information, Richland Springs ISD will provide the best instructional schedule to provide remote instructional model. Richland Springs ISD will continually look and adjust our schedule and staff to best meet the needs of students. As the number of students may change over the course of the year, teacher assignments may be adjusted to accommodate students.

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 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 the following daily minimum minute requirements across all grade levels. We understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county. The proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

Richland Springs ISD teachers are deployed based on their strengths to be instructors in either remote and/or on-campus pathways. In the event that the circumstances change in our community, all Richland Springs ISD teachers will quickly pivot



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to remote learning if needed. From the beginning of the school year, teachers will design lesson in the district LMS for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, we at Richland Springs ISD are prepared to make this as seamless as possible.

KINDERGARTEN – GRADE 5

Grade Level 6-12			Notes
	Time	Description	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need higher levels of support. These times may be adjusted to best fit the needs of our families. For example, our working families may find times need to be adjusted to fit their work schedules. Time on task and task completion is considered.</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p>
A	8:30-9:30	Reading	
A	9:30-10:30	Math	
A	11:00-11:30	Social Studies	
A	11:30-12:00	Science	
<p>8:00-3:00 on-going instructional supports</p>			<p>The Learning Management System (LMS) for this grade level Google Classroom. Physical Education teachers will provide a bank of exercises and physical activities, music, and art, as well as instructional supports.</p> <p>In grades 3-5, content and instruction is provided by grade level teachers. These teachers are the point of contact for their enrolled students</p>
A	8:00AM-3:00PM	Instructional Supports Available	
<p>A=ASYNCHRONOUS Office Hours: 8:00-3:00 The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p>			<p>Attendance will be taken daily in Gradebook. Grading will be the same as on-campus learning and outlined in the Richland Springs ISD Handbook and Policy; found on the RSISD school website: https://www.rscoyotes.net/</p>
A	8:00AM-3:00PM	Counseling Available	
<p>Link to Campus Master Schedule and Teacher Conference https://www.rscoyotes.net/</p>			<p>Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning.</p>
<p>Richland Springs ISD Main Office: 325-452-3427 Office hours are 8:00-3:00 for one-on-one conferences during the day. Specific contact with assigned teacher will be during teacher conference times assigned and by appointment at the convenience of our families and teachers. General instructional supports are available throughout the school day.</p>			



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JUNIOR HIGH (6-8) AND HIGH SCHOOL (9-12)

Grade Level 6-12			Notes
	Time	Description	<p>Students receive 240 + minutes of asynchronous instruction each day.</p> <p>Daily schedules are provided to parents and students. Students in this grade will need high levels of support. Times may be adjusted to best fit the needs of our families. For example, our working families may find times need to be adjusted to fit their work schedules. Time on task and task completion is considered.</p> <p>Attendance will be taken daily in Gradebook. Grading will be the same as on-campus learning and outlined in the Richland Springs ISD Handbook and Policy; found at the link below: https://content.schoolinsites.com/api/documents/210c3a1d92ec4e778018ef67ae653422.pdf</p> <p>Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.</p> <p>The Learning Management System (LMS) for this grade level Google Classroom. Physical Education teachers will provide a bank of exercises and physical activities, music, and art, as well as instructional supports.</p> <p>Content and instruction is provided by subject area teachers. These teachers are the point of contact for their enrolled students. Each class will utilize Anita Archer’s “I Do, We do, You Do...” instructional model, as well as other supports.</p> <p>Campus counselors will set up one—on-one or small group guidance classes to support social and emotional learning.</p> <p>Richland Springs ISD Main Office: 325-452-3427 Office hours will be available for one-on-one conferences during the day and before and after school for parent and student assistance. Specific contact with assigned teacher will be during teacher conference times assigned and by appointment at the convenience of our families and teachers. General instructional supports are available throughout the school day.</p>
A	8:30-10:00	English	
A	9:30-11:00	Math	
A	11:00-12:00	Social Studies	
A	12:00-1:00	Science	
<p>8:00-3:00 on-going instructional supports</p> <p>Link to District Master Schedule and Teacher Conference Times: https://www.rscoyotes.net/</p>			
A	8:00AM-3:00PM	Counseling Available	
A	8:00AM-3:00PM	Instructional Supports Available	
<p>A=ASYNCHRONOUS</p> <p>Office Hours: 8:00-3:00 The instructional materials provided through the Learning Management System or Texas Home Learning 3.0 will help to address students with disabilities and English Learners.</p>			



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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, 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. At a minimum, students and teachers will check-in at least once a day.

Additional Support for Students with Learning Needs

For students with disabilities, Richland Springs ISD will work with students and families to minimize barriers the student may experience in a remote setting. 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: Richland Springs ISD staff will implement Texas Home Learning (THL) 3.0, 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 follow to allow for parent, student and teacher to be engaged in the learning process this school year. Specifically, to ensure coherence and continuity, Richland Springs ISD will leverage each resource in the following way:

Resource	Primary Use in Material Design
TEKS-based, state- adopted instructional materials	<p>Richland Springs ISD will use the vertical alignment and TEKS tools from district adopted instructional materials to support teacher content knowledge development through professional development throughout the year.</p> <p>Richland Springs will use data gathered through various assessment modalities to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content.</p> <p>Richland Springs ISD will use district adopted instructional materials to provide sequential student learning objectives with measureable targets for student mastery.</p>
Other TEKS-based, state- adopted instructional materials	<p>Richland Springs ISD will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0.</p> <p>In addition, Richland Springs ISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>
Texas Home Learning 3.0	<p>For adopted grade levels and content areas, THL 3.0 will serve as the primary instructional materials for both in-person and remote learning. Richland Springs ISD will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence.</p>

FEEDBACK TIMELINES



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Daily feedback will be provided through the LMS Google Classroom through student work and assignment completion. Every three weeks progress reports will be provided through TxEIS and mailed to the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise. Contact logs will be provided to all teachers to document weekly contact.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections 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 attached in Google Classroom, with adaptations as needed for individual students. The Richland Springs Learning Management System, Google Classroom, will be offered by TEA or Texas Home Learning 3.0 to help to address students with disabilities and English Learners.

COHERENCE IN INSTRUCTION

Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action.

- **Option 1:** Smaller number of students would allow the classroom teacher to use the classroom resources for instruction. Students would access content through the LMS and designated district-provided devices.
- **Option 2:** Larger number of students would require restructuring our staff into two classifications of virtual teachers and on-campus teachers.
- **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.
 - An aligned curriculum will be consistent with in class and remote instruction by adhering to the TEKS driven instructional guidance of district adopted materials.

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 to support our students who are served in their special programs; teachers will participate in weekly PLC meetings to discuss students' 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. Live teacher assistance will take place between the hours of 8:00 am-3:00 pm; depending on conference hours of each teacher.



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Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into TxEIS. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

Students With Disabilities

For students with disabilities, Richland Springs ISD special education teachers will work with general education teachers, student, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest, motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

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
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
Istation K-8	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. For elementary, the product is in both English and Spanish.	Print and Online, Instructional Tool
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



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Istation K-8	K-12, Supplemental	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
M-Class Amplify	K-3	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

SOCIAL STUDIES INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	Elementary	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
Studies Weekly	Elementary Middle	Yes	Vocabulary Learning strategies	Integrates into Google Classroom	Online and print

SCIENCE INSTRUCTIONAL MATERIALS

Texas Home Learning 3.0	K-5	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
Nancy Larson Science	K-3	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool
McGraw Hill Science	4-12	Yes	Skill plans for mastery of goals and standards	Both English and Spanish	Diagnostic, Analytics Online, Data Tool

III. STUDENT PROGRESS

Description: With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

Student Access



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Students will access assignments, including assessments, projects, and communication through the Learning Management System. Google Classroom is the LMS for grades K-12. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses. Grades and attendance will follow district policy.

DATA COLLECTION

Richland Springs ISD teachers will leverage or adapt and administer standards-aligned, leveled pre-assessments to collect data to be used as a starting point. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels using THL, Richland Springs ISD will leverage the assessments that are included with THL. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Progress monitoring will be tracked and communicated through our Learning Management System, Google Classroom. Formative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately-paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Texas Education Agency assessments, LMS assessments, Adopted Curriculum, Amplify, Istation,

ACTIVE ENGAGEMENT

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

1. Completion of lessons- activities, assessments, projects on a daily basis
2. Daily contact with the teacher.

A teacher or campus representative will input the student's attendance into TxEIS/Gradebook, based on 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

Assessment Philosophy: District assessment calendar will be set to reflect interim and formative assessments. Assessment will be provided to reflect student mastery during interval points, including benchmarks as scheduled on RSISD 2020-2021 school calendar. Data will be entered in Gradebook, LMS, for guiding instruction and determining accelerated instruction plans based on gap analysis.

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 remote asynchronous instruction.
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.

LESSON DESIGN

Richland Springs ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards.

Richland Springs ISD will create a modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area.



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Resources: Texas Home Learning 3.0, PLC Common Planning, Scope and Sequence, TEKS Placemats

ACADEMIC INTERVENTIONS AND ENRICHMENTS

Richland Springs ISD will serve students in daily small group instruction during the school day to provide students with instruction and supports to address gaps identified through gap analysis. Data will determine the level of support and group placement.

Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC common planning

EDUCATOR, PARENT, AND STUDENT SUPPORT

Classroom teachers, students, and learning coaches need on-going supports during this time. RSISD will create professional learning opportunities that combine the expertise of the principal, interventionists, curriculum directors, and Region 15 to support the campus staff and families of remote learners, as well as the students served on campus in face-to-face instruction.

Parent/Learning Coach support will be provided training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students.

Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

IV. IMPLEMENTATION

Description: The goal of this work is to ensure seamless learning that consists with thoughtful lessons and activities

PARENTS/GUARDIANS

At the beginning of the school year, parents and guardians will be invited to Zoom meetings to participate in hand-on demonstrations in *What is a Chromebook* and *How to use Google Classroom*. Also included will be where to find lesson plans, teacher pages and other information on the school website related to remote learning. The first parent meeting will be held during our first full week of school, August 10. Our goal is to conduct more training each month and share on our district website. Training dates will be set monthly after a survey of parents to consider best days/evenings for meetings based on their schedules. Each session will be developed in a sequence of topics determined by high-interest, and parent suggestions.

Constant communication will flow between our staff and parents through Google classroom, TxEIS, personal contact from teachers via email, virtual platforms or voice calls. The strong relationships we have developed with our families through the past years will provide a strong foundation to assist in the coordination and continued success for all students. It is paramount that RSISD 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.



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Parent Meeting:

Virtual meetings will be scheduled for students and families who move from on-campus learning to remote asynchronous learning. Meeting topics include: expectations of remote learning with both the parent and the student, completing and grading of assignments, who and how to contact for supports, (whether instructional, SEL, or other needed resources, attendance requirements for promotion and graduation, and where to locate information on policy on the school website.

TEACHERS/INSTRUCTIONAL PARAPROFESSIONALS

During the in-service, all Richland Springs ISD staff participated asynchronous professional learning technology-related sessions. These sessions were designed following a staff survey of their needs to create a stronger remote learning environment.

Topics discussed were: Texas Home Learning, Google Classroom, Trauma and Mental Health, using data to identify gaps, developing instruction to address gaps, district expectations for family engagement, ongoing assessments. In addition, staff Richland Springs ISD teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Opportunities will be provided throughout the year for ongoing PD, locally and through Region 15.

PRINCIPALS AND OTHER ADMINISTRATORS

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

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

Richland Springs ISD will work closely with our Educational Service Center- Region 15, and other partners to plan support for remote learning. Other resources administrative resources include: practices.learningaccelrator.org and alwaysreadyforlearning.org from Excellence in Remote Instructional Delivery and Designing a Remote School as presented by Texas Education Agency.

Administrators will ensure the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families- attendance, family engagement, and progress monitoring data

ONGOING COMMUNICATION/LEARNING

Professional Learning Community (PLC) planning time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This community planning time will be supplemented by our Education Service Center-Region 15 for knowledge to increase mastering of skills, gap identification and instruction, engaging students and families, trauma and grief informed trainings, trainings on virtual tools and other needs as they develop. Richland Springs does not employ instructional coaches; however, with the ability to restructure our staff and their schedules, we can utilize the strengths of our teachers to serve as *trainers-of-trainers*, especially those who have recently attended the HB3 Reading Academies. Topics could include: information on our LMS, Google Classroom, technology, understanding data to drive instruction, information from recent Reading Academy attendance, time management, and resources for staff wellness.

THL 3.0 will provide continuous learning for staff to continue to be proficient in the implementation of home learning.



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

Tools: Richland Springs ISD main communication tools for parents and students will be the following:

- a. TxEIS for district-wide communication concerning grades; Remind, district website, and parent email for announcements.
- b. Google Classroom for Support and delivery of content
- c. Real-time instructional support and delivery of content through Zoom, Google Meets, Google GSuite, phone calls.
- d. Teacher and parent/student discussions through Zoom, Google Meets, Google GSuite, phone calls, email.
- e. Public website: Richland Springs ISD will maintain general information on its status for the public on our main webpage at <https://www.rscoyotes.net/>.

CURRICULUM GAP DOCUMENTS

All Richland Springs ISD teachers will be provided instructional documents which include the highest leverage standards in each subject by grade level. Other resources include: Texas Home Learning 3.0, PLC Common Planning, Scope and Sequence, and TEKS Placemats. These resources will be used to gain leverage to identify gaps prior to teaching each THL 3.0 module/unit.

Richland Springs ISD will create a fail-safe process to identify every student who needs interventions or extensions, and then ensure that each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are required, rather than invited, to utilize our campus support services. Each student's data is looked at individually.

RESOURCES TO MAXIMIZE REMOTE LEARNING

- A. The following are resources provided by Richland Springs to help teachers implement a more thoughtful remote learning opportunity:
 - Texas Home Learning (THL) 3.0
 - Adopted Curriculum
 - Targeted Professional Development
 - On-going supports from Administration
- B. The following are digital resources that enable our teacher to upload or select lessons, and create videos:
 - Google Classroom
 - Google Suites
- C. Identifying Internet Providers and Getting Connected
The district will work with the Texas Education Agency to partner with internet providers to assist in providing free or a reduced-priced service during the pandemic crisis. Family surveys have been conducted to determine families in need of assistance for devices and internet access.



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Student Roles and Responsibilities

- Establish daily routines for engaging in the learning process.
- Identify a space in home where you can learn and study comfortably.
- Regularly check Google Classroom for assignments.
- Complete assignments with integrity and academic honesty.
- Communicate with the school when you need assistance. We are here to help.
- 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.
- Understand district grading and attendance policy

Parent/Learning Coach Roles and Responsibilities

- Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning.
- Establish routines and expectations
- Assist your student in locating a space in the home that is ideal for learning
- Monitor communication from teachers and school
- Take an active role in helping your child process their learning
- Attend district trainings for implementation supports
- Use teacher office hours to help strength asynchronous learning
- Contact teacher or administrator for additional needs and supports

Contact Us/Who to Contact

For assistance regarding a course, assignment, or resource:

The relevant teacher

For assistance regarding a technology-related problem or issue:

The RSISD technology department: 325-452-3427

For a personal, academic or social emotional concern:

Principal, Rhonda Wyatt 325-452-3427 rwyatt@rsisd.org

For all other issues related to distance learning:

Principal, Rhonda Wyatt 325-452-3427 rwyatt@rsisd.org