



Planning for  
Back to School:  
Hybrid  
Elementary  
School Model  
with A/B schedule and  
split staffing



# Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for **a hybrid elementary school model with an A/B schedule and split staffing**

*The situation surrounding COVID-19 is dynamic and rapidly evolving, on a daily basis. This document is not and is not intended to: (i) constitute medical or safety advice, nor be a substitute for the same; nor (ii) be seen as a formal endorsement or recommendation of a particular response. As such you are advised to make your own assessment as to the appropriate course of action to take, using this document as guidance. Please carefully consider local laws and guidance in your area, particularly the most recent advice issued by your local (and national) health authorities, before making any decision.*



# The purpose of this document is

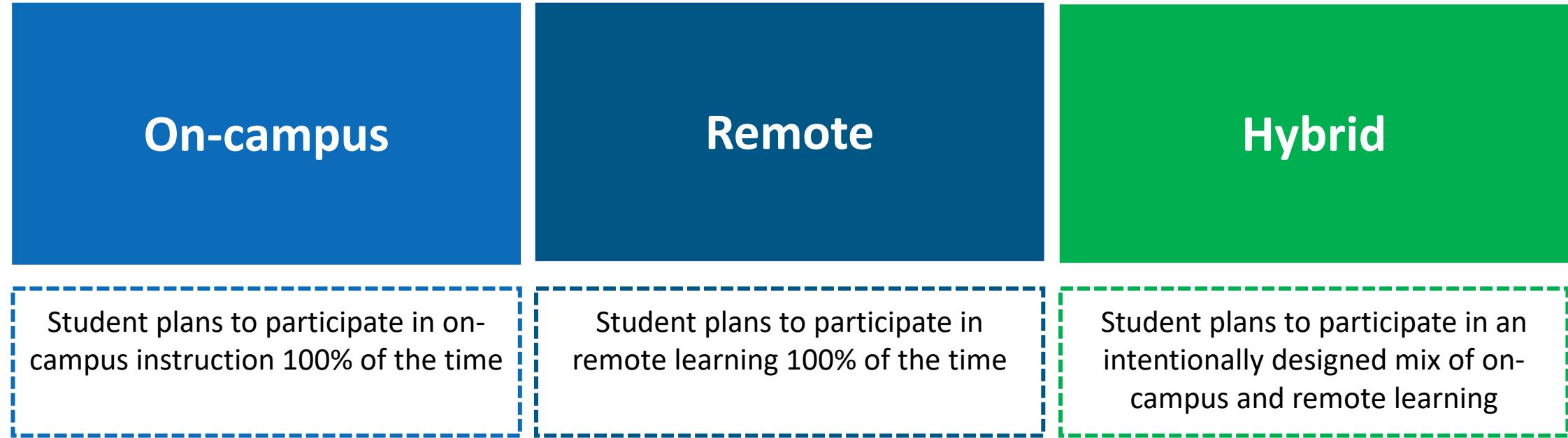
- To be a launch pad for the design of a hybrid elementary school model with an A/B schedule and split staffing
- It is most useful to use as you consider student schedules, staff deployment, academic delivery, curriculum, staff deployment, family engagement, and student experience decisions for this specific type of school model



**This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21**



# This school model is a hybrid school model



# School model dimensions

A school model has multiple dimensions, each of which impact the student experience. **Critical to all remote models is robust, equitable access to technology.**



## Curriculum and Progress Monitoring

- What instructional materials will be used?
- How will student learning progress be monitored?



## Academic Delivery

- What method or method(s) of academic delivery will be used? (Synchronous, asynchronous, a mix of the two)



## Schedule

- How will school schedules be structured?
- From the student perspective?
- From the teacher perspective?



## Staff Deployment

- How will educators and staff be deployed?
- What roles will educators and staff play?
- How will educators be supported?



## Family Engagement

- How will families be engaged in supporting remote learning?
- How will engagement be differentiated?
- How will schools get feedback?



## Student experience

- How are we supporting students' learning progress and also student mental health without in-person interactions?
- How will schools create a positive learning environment and maintain culture when all students are remote?

# This model solves for

- Creating more social distancing in classrooms
- Modality specialization for teachers
- Creating a school where one cohort of students attend two days a week, another cohort of students two days and week, and the fifth day is used for small group, tutoring, and teacher planning



# This model qualifies for

- Note this model is only relevant for districts that also provide every student who requests 5 day a week daily on-campus instruction with access to that option at a nearby campus
- On on-campus days, all students (PK-5) are eligible for traditional Average Daily Attendance (ADA) funding
- On remote instruction days:
  - PK-2 students are eligible for Method B asynchronous funding. This requires submitting an attestation and asynchronous plan to TEA for review and approval
  - Students in grades 3-5 participate in sufficient synchronous instruction minutes to qualify for Method A synchronous funding. This requires submitting an attestation to TEA
- See more detail at the TEA SY20-21 Attendance and Enrollment FAQ ([linked here](#))



# A note on space use

- Schools anticipating reduced levels of on-campus attendance may consider actions to increase social distancing such as:
  - Dedicating a wing or a floor to specific classes of students, and identifying a designated entrance / exit door for these students
  - Creating smaller classes or pods of students that remain together throughout the day
  - Creating greater space between desks in classrooms
  - Staggering lunch periods or reducing number of students who dine in the cafeteria
  - Staggering recess and/or playground use
- This list is not exhaustive, but may provide a starting point for school space use and planning



# Objectives



Overview of **school-level model design considerations**



Provide guidance to plan for **hybrid elementary school model with an A/B schedule and split staffing**

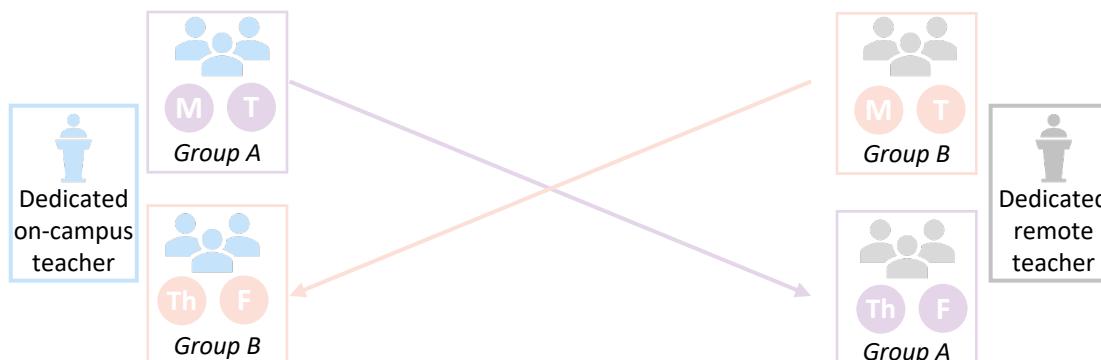
# Hybrid elementary school model: Overview

## This model supports a district aiming to:

Enable all students to receive some on-campus instruction with consistency with teachers and rich curriculum

### On-campus      Remote

*Students are grouped into small cohorts and spend 2-3 days remote or on-campus, and then switch. Teachers are paired and tagged to the same two cohorts; they teach in one modality. Weds are reserved for on-campus remediation for specific students, all others learn remotely*



All students receive synchronous instruction for all courses

K-2: asynchronous  
3-5: synchronous

On-campus

Remote

## Dimensions

### Curriculum & Progress Monitoring

- District adapts existing or adopts new curriculum suited for hybrid environment
- Teachers meet to discuss students' progress (i.e., "shared student" meetings)

### Academic Delivery

- Daily synchronous instruction of all core content for grades 3-5
- Synchronous on-campus and asynchronous remote instruction for K-2
- Eligible funding methods:
- K-2: Traditional ADA, Asynchronous
- 3-5: Traditional ADA, Synchronous

### Student Schedule

- Alternative A/B days within a week
- Wednesdays are for on-campus remediation, teacher planning, and small group support

### Staff Deployment

- Split staffing model where teachers teach classes in one modality, remote or on-campus

### Family Engagement

- Schools provide tech support, training resources for parents, and a dedicated point of contact

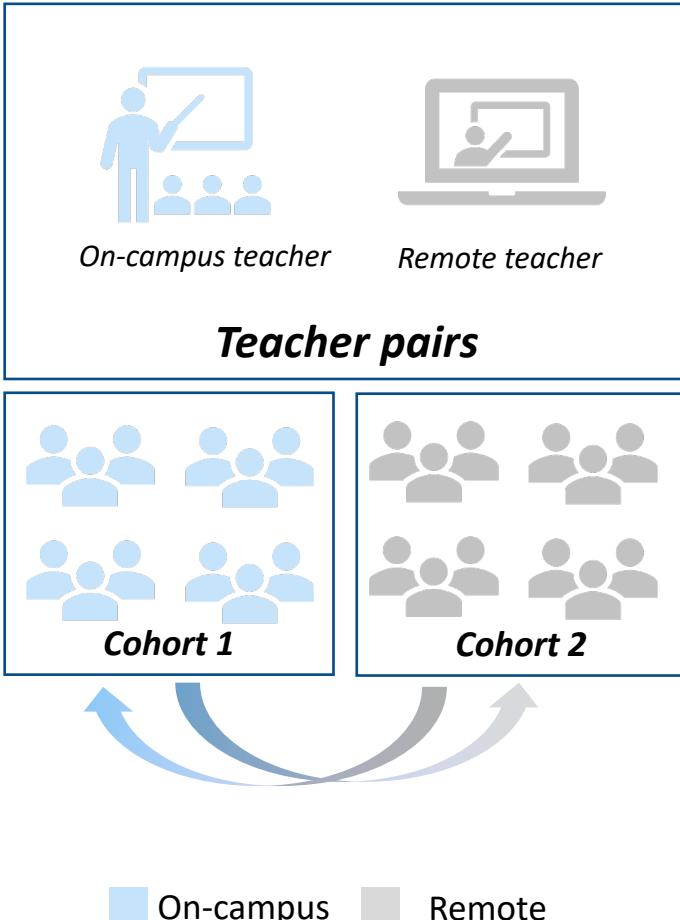
### Student experience

- Daily community circles foster connection between students
- Specials include a variety of options, such as yoga/meditation, art, etc.

# Hybrid elementary school model



## Student Experience



- Students are split into cohorts of ~25 students in their grade
  - Each cohort sees the same on campus teacher 2-3 days per week and the same remote teacher the other 2-3 days per week
- All students receive all on-campus instruction synchronously (either in-person or via livestream)
  - K-2 receives remote instruction primarily asynchronously while grades 3-5 receive remote instruction primarily synchronously

# Hybrid elementary school model



## Student Schedule (1/4)

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A			Special populations across all grades on-campus as well as students need remediation		
Group B			All others learn remotely		



On-campus



Remote

- **Each grade is split in half** and attends school 2-3 days per week, depending on population and remediation needs
  - Half the grade attends schools Monday-Tuesday
  - The other half attends Thursday and Friday
- **Wednesday** is reserved for on-campus learning for **special populations** and students needing **remediation** across all grades
- Within a grade, **students are split into cohorts of ~25**; they are with the same peer group for on-campus and remote learning

# Hybrid elementary school model: Grades K-2



## Student Schedule (2/4)

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## Academic Delivery



### K-2 illustrative schedule

Time	On-campus	Remote
:30	Community circle	Community circle
:15	Transition time and stretch / movement break	
:30	Math	Math
:30	Transition time and stretch / movement break	
:30	RLA	RLA
:30	Transition time and stretch / movement break	
:15	History	
:30	Science lab	History
:30	Lunch	
:30	Specials	One-on-one / small group teacher check-ins

  Synchronous instruction   Asynchronous instruction

- All on-campus instruction is synchronous across all subjects
- Remote instruction is asynchronous to ensure eligibility for full day funding
- On remote days, there are some community and synchronous activities to facilitate community and student engagement, as well as provide additional support
- Community circles are distinguished between on-campus and remote
  - One teacher leads the circle for on-campus students while another leads the remote to support smaller groupings of students

### Funding method eligibility and considerations:

- Traditional ADA: for days when students are on-campus, they receive traditional ADA funding
- Method B: for remote days, the LEA will need to submit an asynchronous plan to TEA for approval given that K-2 remote instruction is only eligible for asynchronous (Method B) funding



# Hybrid elementary school model: Grades 3-5



## Student Schedule (3/4)

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## Academic Delivery



### Grades 3-5 illustrative schedule

Time	On-campus	Remote
:30	Community circle	Community circle
:30	Math	Math
:30		
:15	Break	
:30	RLA	RLA
:30		
:15	Break	
:30	History	History
:30	Science lab	Science
:30	Lunch	
:30	Specials	Specials
:30	Practice work	Optional one-on-one / small group support

Synchronous instruction  Asynchronous instruction

- All students receive **small group, synchronous instruction** for RLA, math, history, and science regardless of learning modality
- **Specials are done asynchronously while remote**
- While on-campus, students end their day with **practice work** during which teachers can provide individual support
  - Remote students can sign up for **one-on-one and/or small group support** with their remote teachers during this time
- Students receive **180 minutes of synchronous instruction on remote days**

### Funding method eligibility and considerations:

- **Traditional ADA:** for on-campus days, funding is received through traditional on-campus accounting methods
- **Method A:** on remote days, students receive sufficient synchronous minutes to qualify for full funding. LEAs will have to submit an attestation to TEA to qualify for synchronous (Method A) funding

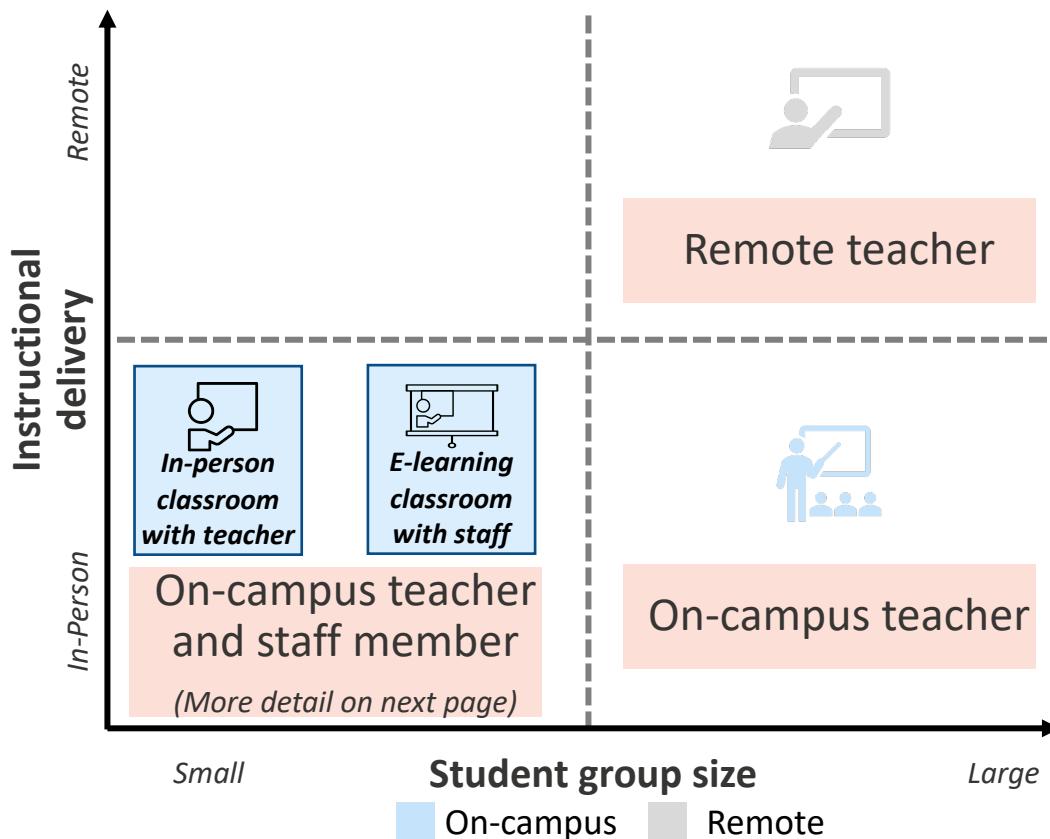


# Hybrid elementary school model



## Staff Deployment (1/2)

### School-level staffing by preferences

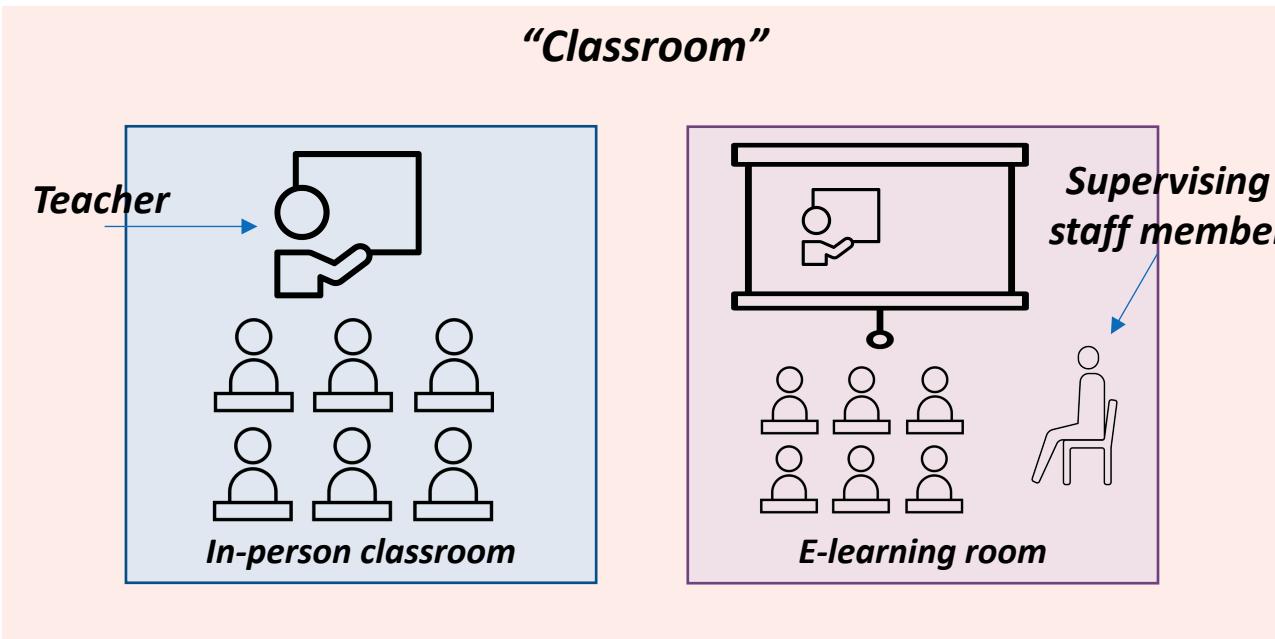


- Teachers are assigned to either exclusively on-campus or exclusively remote instructing, based on their effectiveness in either modality and/or preferences
  - This increases flexibility and reduces complexity of teachers' jobs by only having to instruct in one modality
  - K-2 requires fewer remote dedicated teachers relative to 3-5 remote instruction as K-2 is not eligible for funding for synchronous remote learning
  - Remote and on-campus teachers are paired, so that each pair has the same two cohorts of students (~50 total) on alternate days
- All teachers have dedicated planning and/or flex time
  - K-2: during specials on on-campus days (60 minutes) and during asynchronous learning on remote days (~150 minutes)
  - Grades 3-5: during specials on both on-campus and remote days
- Each teacher instructs all subjects, except specials, and is not departmentalized
- Staff receive regular professional development based on their teaching modality

# Hybrid elementary school model



## Staff Deployment (2/2)



- Where space and staffing allows, on **on-campus days**, LEAs may consider **dividing up cohorts** into small groups of ~12-15 and **operating two “classrooms”**
  - Half the class is in a classroom with the teacher providing in-person instruction while the other half is in a fitted E-learning room where the live instruction is broadcast
  - Students in the e-learning room are monitored by a staff member (e.g., librarian, teaching assistant, etc.)
  - The teacher and supervising staff member can rotate physical classroom within a day or every other day
- Teachers need to ensure that within a 60 minute block, it is appropriate for students to engage in 3-4 different but related activities that may include:
  - Introduction or development of new content
  - Independent practice/application or reading
  - Review or fluency
  - Progress check

# Hybrid elementary school model

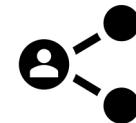


## Staff Roles

All teachers are responsible for the following:



**Support the implementation of curriculum for their grade level and modality**



**Participate in shared student meetings** with their teacher pair for the opposite modality



**Participate in a weekly grade level meeting** where all teachers from a grade come together to discuss progress and content



**Provide one-on-one and small group support** to students



**Grading and progress monitoring** for their students

# Hybrid elementary school model

## Curriculum and Progress Monitoring

### Core Curriculum



District adapts existing or adopts new curriculum suited for hybrid learning

### Progress monitoring



Feedback on assignments



Formative Assessments



Shared student meetings

### Curriculum

- Districts adapt existing or adopts new curriculum suited for both on-campus and remote learning to support a seamless transition between the two learning modalities
- Educators to receive professional development relating to the implementation and execution of new curriculum

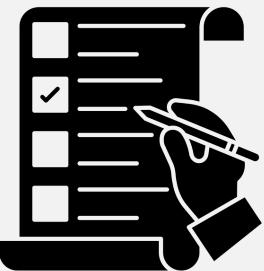
### Progress monitoring

- Students take bi-weekly formative assessments to track progress and make adjustments early and often
- Teacher pairs discuss students weekly to ensure each student is sufficiently supported and progressing appropriately

# Hybrid elementary school model



## Family Engagement



Schools provide parents/students with **daily schedules** to follow learning plan



Parents / guardians receive **weekly progress updates** from teachers on student performance and engagement via **preferred contact method**



School provides **training resources and webinars** to parents / guardians on remote learning tools and how to best support at-home learning



Families have access to **technology support** including an IT help desk, call center, and support center



**Staff members are assigned to check-in with families monthly** to solicit feedback, understand needs / challenges, and make connections with resources

# TEA

