

**TEA**



**Planning for Back  
to School:  
Hybrid Dual  
Track Elementary  
School Model**



# Objectives



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



Provide guidance to plan for **a hybrid dual track elementary school model**

*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.*



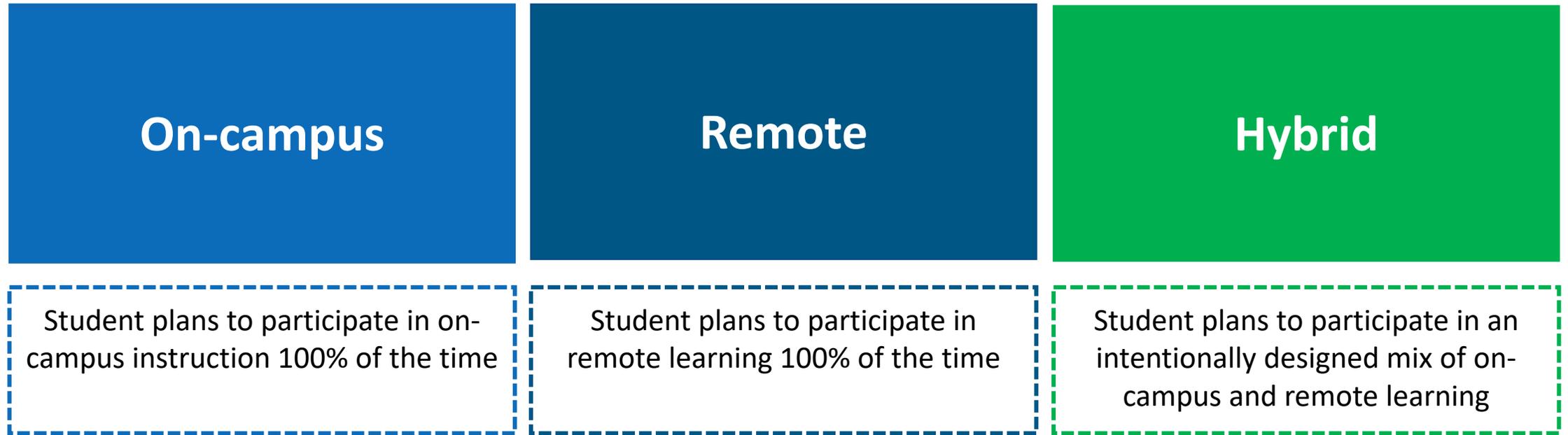
# The purpose of this document is

- To be a launch pad for the design of a hybrid dual track elementary school model
- 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



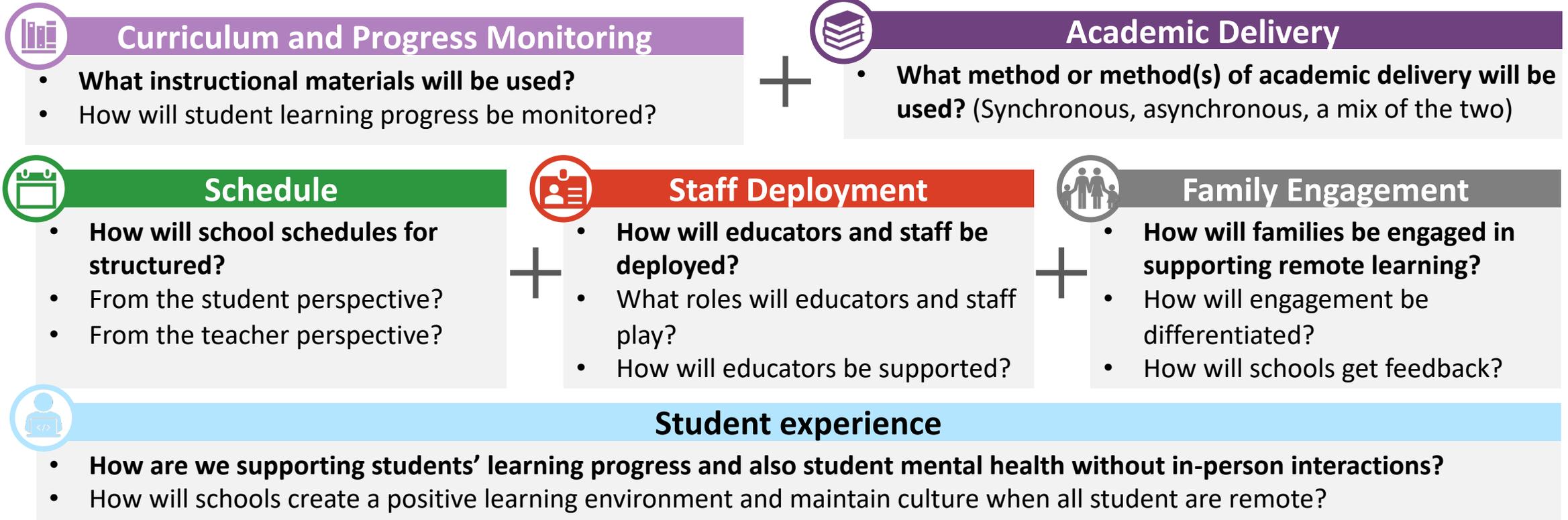
**This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21**

# This school model is 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.**



# This model solves for

- Creating a school where one cohort of students attends 5 days a week, and two other cohorts of students attend 2 or 3 days a week
- Could afford for more social distancing in the classrooms



# This model qualifies for

- On on-campus days, all students (PK-5) are eligible for traditional Average Daily Attendance (ADA) funding
- On remote instruction days students are eligible for **Method B asynchronous funding**. This requires submitting an attestation and asynchronous plan to TEA for review and approval
- *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 **a hybrid dual track elementary school model**

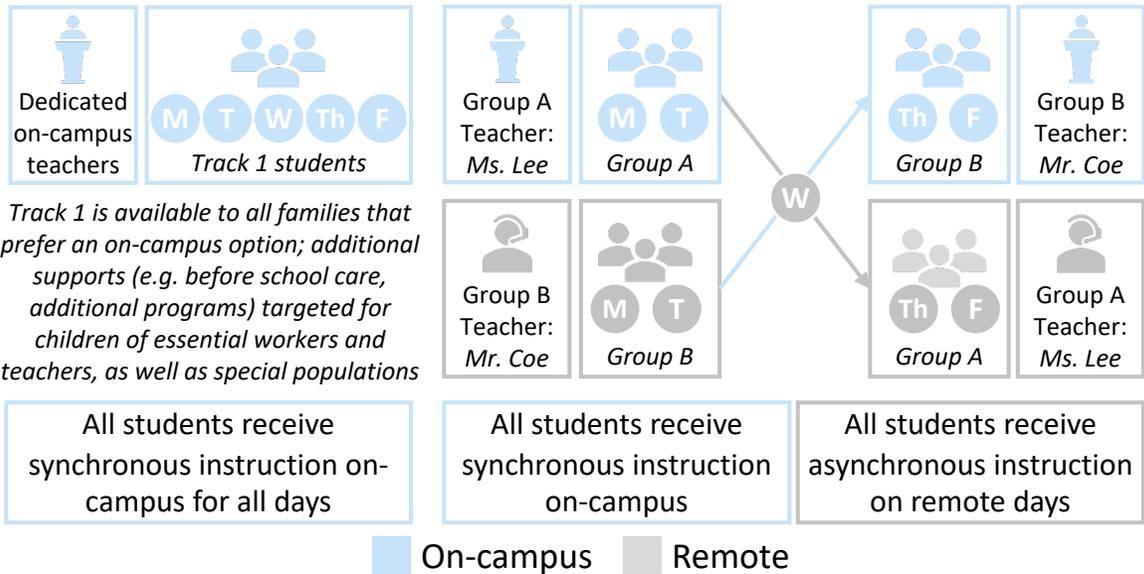
# Hybrid dual track elementary school model: Overview

**This model supports a district aiming to:**  
Provide both a fully on-campus and a hybrid option, allowing all students to receive some on-campus instruction

## Track 1: On-campus

## Track 2: Hybrid

Students are separated into two separate tracks; Track 1 is fully on-campus, and Track 2 is a hybrid schedule. For Track 2, students are grouped into small cohorts and spend 2-3 days remote or on-campus, then switch. Weds are reserved for on-campus remediation for specific students, all others learn remotely



## Dimensions

### Curriculum & Progress Monitoring

- District adapts existing or adopts new curriculum suited for hybrid environment
- Teachers attend **weekly grade staff meetings** to discuss student progress

### Academic Delivery

- Daily synchronous instruction** of all core content for Track 1 students
- Sync. on-campus** and **async. remote** instruction for Track 2 students
- Eligible funding methods:**
  - Traditional ADA
  - Method B: Asynchronous

### Student Schedule

- Track 1: fully on-campus**
- Track 2: alternating within a week;** Wednesdays are for on-campus remediation, teacher planning, and small group support

### Staff Deployment

- Staffing model where **teachers follow the group of students** they teach through different modalities to maintain consistency

### Family Engagement

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

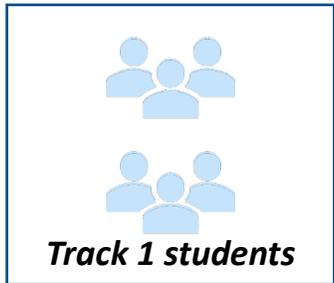
### Student experience

- Daily community circles foster connection between students and single teacher dedicated to their days both off-campus and on-campus
- Specials include a variety of options, such as yoga/meditation, art, etc.

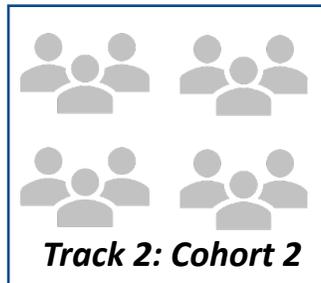
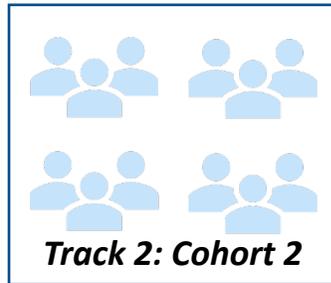
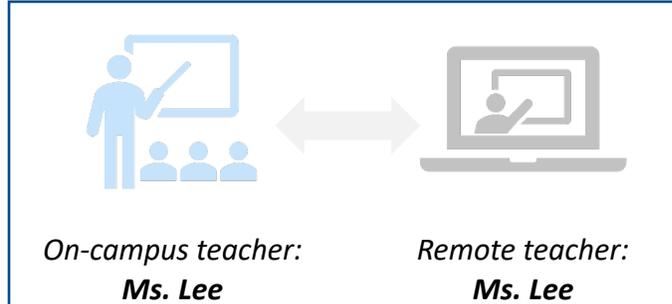
# Hybrid dual track elementary school model

## Student Experience

### Track 1: On-campus



### Track 2: Hybrid



■ On-campus ■ Remote

- All students receive on-campus instruction synchronously

#### Track 1: On-campus

- On-campus students have a dedicated on-campus teacher team; experience aims to align to regular school experience and schedule

#### Track 2: Hybrid

- Students are split into cohorts of ~25 students in their grade
  - Each cohort **sees the same teacher** on-campus 2-3 days per week and remotely the other 2-3 days per week
  - This staffing allows younger students to build rapport with a consistent teacher throughout the week and encourages more seamless transitioning
- Hybrid students receive **remote instruction primarily asynchronously**, with additional **synchronous check-ins and support**

# Hybrid dual track elementary school model



## Track 1: On-campus Student Schedule



## Track 1: Academic Delivery



### Track 1: On-campus

Time	On-campus
8:30-9:00am	Community circle
9:00-10:00am	Math
10:00-10:15am	Break
10:15-11:15am	RLA
11:15-12:00pm	Lunch
12:00-12:30pm	History
12:30-1:00pm	Science lab
1:00-1:15pm	Break
1:15-2:15pm	Specials

■ Synchronous instruction
 ■ Asynchronous instruction

- Students of Track 1 are divided into cohorts of ~25 students
- Track 1 schedule is similar to regular school bell schedule, with ~180 mins of core instruction, ~60 mins of specials, and additional community circle time at the start of every day
  - Daily community circles are aimed towards supporting students' mental health and wellness and aid in fostering relationships among peers
- All students receive **synchronous instruction** for RLA, math, history, and science from the on-campus teacher team

### Funding method eligibility and considerations:

- **Traditional ADA:** for on-campus days, funding is received through traditional on-campus average daily attendance accounting methods



# Hybrid dual track elementary school model



## Track 2: Hybrid Student Schedule (1/2)

### Track 2: Hybrid

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

 On-campus  Remote

- Track 2 students are split in half and each group 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 and same teacher for on-campus and remote learning



# Hybrid dual track elementary school model



## Track 2: Hybrid Student Schedule (2/2)



## Track 2: Academic Delivery



### Track 2 illustrative student schedule

Time	On-campus	Remote
8:30-9:00am	Community circle	Community circle
9:00-10:00am	Math	Math
10:00-10:15am		Break
10:15-11:15am	RLA	RLA
11:15-11:45pm	History	Specials
11:45-12:30pm		Lunch
12:30-1:00pm	Science lab	History
1:00-1:15pm		Break
1:15-2:15pm	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 remain synchronous in both modalities
  - The group's dedicated teacher leads the circle for the same cohort for both on-campus and remote days

### Funding method eligibility and considerations:

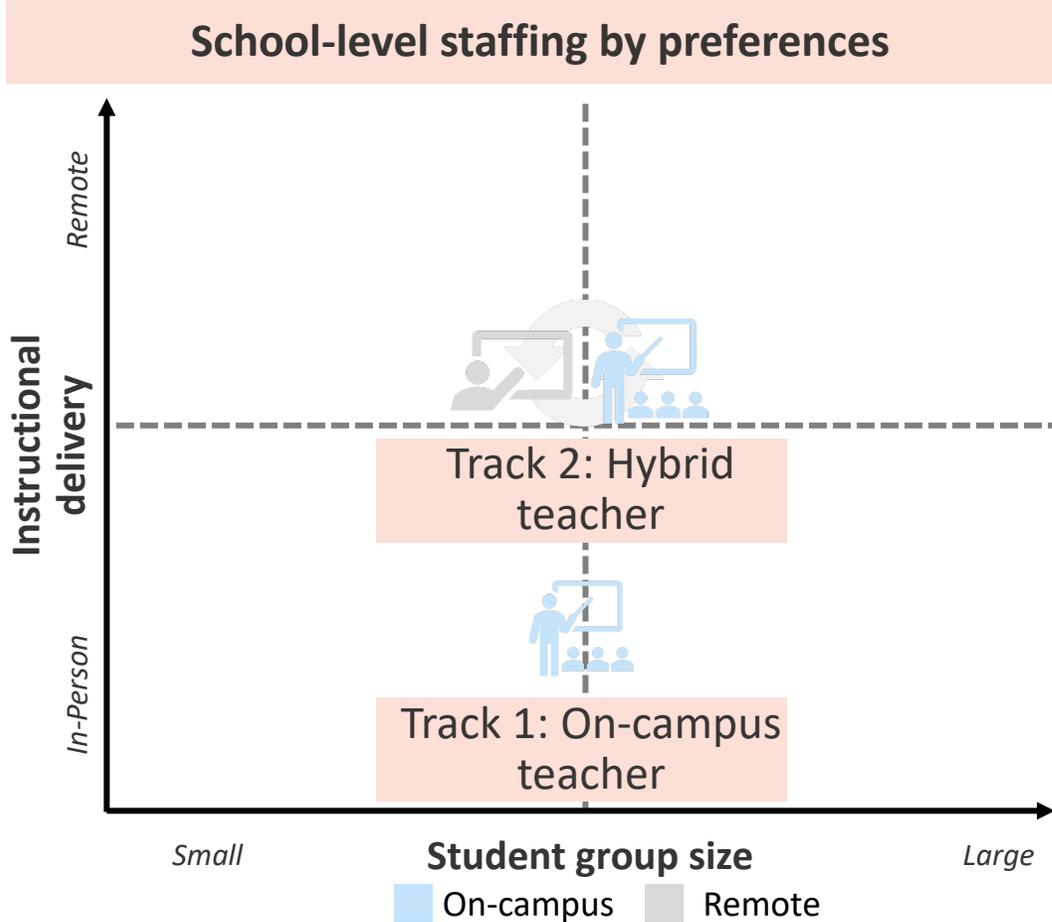
- **Traditional ADA:** for days when students are on-campus, they receive traditional ADA funding
- **Method B:** for remote days, the LEA will need to submit an asynchronous plan to TEA for approval given that K-2 remote instruction is only eligible for asynchronous (Method B) funding



# Hybrid dual track elementary school model



## Staff Deployment



- Teachers are assigned to **either Track 1 or Track 2:**
- Track 1:
  - This option allows educators who prefer to **remain fully on-campus**
  - Track 1 educators will be responsible for **fully on-campus curriculum** development, support, and synchronous instruction
  - Teachers are **departmentalized** and **grouped to form teams**
- Track 2: Track 2 teachers will remain with their specific cohort of students throughout the week and modalities, teaching both on-campus and assisting remotely
  - This allows teachers to **build rapport with a cohort of students**, and reduces complexity for the younger students to have a consistent teacher throughout the week
  - Teachers can utilize time during remote days for **independent planning** and **synchronous check-ins** / support for specific students
  - Each teacher **instructs all subjects**, except specials
- Staff receive regular **professional development** based on teaching modality

# Hybrid dual track elementary school model

On-campus Remote



## Staff Roles

Track 1: On-campus teachers

All teachers

Track 2: Hybrid teachers



Provide **on-campus office hours** as support for students

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

Train for instructional delivery in both modalities



Participate in a **weekly meetings** with other Track 1 teachers

**Grading, monitoring progress, and giving feedback** to students

Participate in **weekly Professional Learning Community (PLC) meetings** to share remote best practices



# Hybrid dual track elementary school model



## Curriculum and Progress Monitoring

### Curriculum



District adapts existing or adopts new curriculum for hybrid learning

### Progress monitoring



Feedback on assignments



Formative Assessments



Weekly grade level meetings

### Curriculum

- Districts adapts 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 develop relating to the implementation and execution of new curriculum

### Progress monitoring

- Daily attendance for asynchronous remote days tracked through passing “**checks for understanding**” quizzes in 1-2 core subjects
- Students take **bi-weekly formative assessments or assignments** to track progress and make adjustments early and often
- Teachers are responsible for independently reviewing student progress weekly to ensure each student is sufficiently supported and communicating in **weekly grade level meetings**

# Hybrid dual track elementary school model



## Family Engagement



Schools provide parents/students with **daily schedules** to follow learning plan, depending on which Track the student is on



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 of Track 2 students on remote learning tools and how to best support at-home learning



Families of Track 2 students 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

