Planning for Back to School: Hybrid High School Model
Objectives

Overview of school-level model design considerations

Provide guidance to plan for a hybrid High School Model

Note: Local (and national) health guidance should be prioritized relative to any of the examples included.
The purpose of this document is

- To be a launch pad for the design of a hybrid High School Model 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 a hybrid school model

- **On-campus**: Student plans to participate in on-campus instruction 100% of the time
- **Remote**: Student plans to participate in remote learning 100% of the time
- **Hybrid**: Student plans to participate in an intentionally designed mix of on-campus and remote learning

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# 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?

## Schedule

- How will school schedules for 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?

## Academic Delivery

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

## 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

- More social distancing in classrooms
- Teacher specialization
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 are eligible for traditional Average Daily Attendance (ADA) funding

- On remote instruction days students are eligible for **Method B asynchronous funding**. This requires submitting a plan 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 a hybrid High School Model
Hybrid high school model: Overview

This model supports a district aiming to: Create an even on- and off-campus schedule while integrating enriching project-based learning (PBL) experiences into remote time, and reduce student mixing while on-campus.

### On-campus

During on-campus week, student classes are grouped into “pods”, and have an on-campus teacher team for each pod.

### Remote

During remote week, students complete PBL exercises that relate to what they learned in class the prior week.

#### Dimensions

**Curriculum & Progress Monitoring**

- District adapts existing or adopts new curriculum specific for hybrid setting
- PBL assignments should complement what was learned during live classes

**Academic Delivery**

- On-campus sync. instruction, and remote async. project based learning
- Eligible funding methods: Traditional ADA, Method B

**Student Schedule**

- Alternating A/B weeks of on-campus (4.5 days) and remote instruction (5.5 days)
- Fridays are half-days for teacher planning time and building cleaning

**Staff Deployment**

- On-campus: teachers form teams across subject areas
- Remote: act as a cohort’s virtual support, implementing PBL curriculum and grading

**Family Engagement**

- Families also receive support by IT Help Desk and Support Services
- School admin will conduct weekly phone calls to monitor families’ wellbeing

**Student Experience**

- Half in-school presence creates more opportunities for enriching and engaging experience than remote learning alone
- PBL allows for some collaboration with smaller groups of students outside school

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Note: Local (and national) health guidance should be prioritized relative to any of the examples included.
Hybrid high school model

Student Experience

- Students are grouped into “pods” (4-6 classes / pod)
- Every group of pods gets a dedicated On-campus Teacher Team and a dedicated Remote Teacher Team
  - During on-campus week, students have one teacher of the On-campus Teacher Team in the classroom; students receive one class in-person by the teacher in the room, and all other classes are synchronously received through video of other classrooms
  - During remote week, students have a Remote Teacher Team dedicated to supporting their progress through PBL exercises; members of the Remote Teacher Team will conduct daily check-ins to monitor student progress and answer questions
- Enrichments are done in-person and led by Enrichment Teacher in a different classroom
  - Students in pod move out of their classroom and into enrichment classroom (arts, music, PE, etc.)

<table>
<thead>
<tr>
<th>On-campus schedule</th>
<th>Remote schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person instruction</td>
<td>Synchronous instruction</td>
</tr>
<tr>
<td>60 mins / day</td>
<td>300 mins / day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous PBL</td>
<td>240 mins / day</td>
</tr>
<tr>
<td>Synchronous check-ins</td>
<td>60 mins / day</td>
</tr>
</tbody>
</table>
### Hybrid high school model

**Student Schedule (1/4)**

**Illustrative on-campus student schedule (9-10th grades)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00am</td>
<td>Algebra I (in-person)</td>
</tr>
<tr>
<td>9:00-10:00am</td>
<td>History (synchronous video)</td>
</tr>
<tr>
<td>10:00-10:15am</td>
<td>Morning break</td>
</tr>
<tr>
<td>10:15-11:15am</td>
<td>Biology (synchronous video)</td>
</tr>
<tr>
<td>11:15-11:45am</td>
<td>Elective (synchronous video)</td>
</tr>
<tr>
<td>11:45am-12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:30pm</td>
<td>English I</td>
</tr>
<tr>
<td>1:30-2:30pm</td>
<td>Enrichment (art, P.E., etc.)</td>
</tr>
</tbody>
</table>

#### Notes:
- Every classroom in a given “pod” has one teacher from the On-campus Team in the room
- For the illustrative example, the Algebra teacher is in the room for this class, and this classroom receives in-person instruction from this teacher
- All other classrooms in the “pod” are receiving instruction synchronously through live video
- For the other courses, students receive synchronous instruction through video
  - During this time, the Algebra teacher in the classroom is supervising the class
  - Algebra teacher may take this time to do independent planning, take attendance, answer student questions, etc.

#### Enrichments:
- Enrichments are done synchronously at the end of the day by class “pods”

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**Weekly staff meetings**

<table>
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<td>1:30-2:30pm</td>
<td>Enrichment (art, P.E., etc.)</td>
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</tbody>
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**Synchronous** | **Asynchronous**

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**Student Schedule (2/4)**

**Illustrative remote student schedule (9-10th grades)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00am</td>
<td>Wellness check-in / group counseling</td>
</tr>
<tr>
<td>9:00-10:00am</td>
<td>Algebra I PBL</td>
</tr>
<tr>
<td>10:00-10:15am</td>
<td>Morning break</td>
</tr>
<tr>
<td>10:15-11:15am</td>
<td>History PBL (group)</td>
</tr>
<tr>
<td>11:15-11:45am</td>
<td>Remote Teacher check-in</td>
</tr>
<tr>
<td>11:45am-12:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:30pm</td>
<td>English I PBL</td>
</tr>
<tr>
<td>1:30-2:30pm</td>
<td>Biology PBL (group)</td>
</tr>
</tbody>
</table>

- School to provide critical social-emotional learning, mental health, and well-being resources
  - One method is to call students in the morning during remote days as a “wellness check-in”
  - School administrative staff should also call parents / guardians during this time along with the students
- For the rest of the day, there are scheduled PBL times where students are expected to work on their projects
  - PBL can be a combination of independent and group projects to encourage collaboration among peers
  - PBL is expected to complement the in-person learning lessons that were conducted a week prior
- Dedicated daily time for remote teacher team to check-in on students of the “pod” and provide feedback where necessary; give progress update bi-weekly
Students in grades 11-12 typically have access to more variety in classes with more specialized courses.

To account for this, students will be divided into 6 groups (pods) based on individualized progress and requirements and leverage a block schedule for intensive, focused instruction while on-campus.

Groups A-C and D-F will take turns being in-person every other week on an alternating schedule.

- On week 1, groups A-C learn in-person; subject specific teachers rotate through classrooms.
- On week 2, groups D-F learn remotely.

Remote days are still based on PBL, but also include other experiences such as internships, work-based learning, and community service that can give elective credit.

Schools can consider partnering with local community colleges/universities to increase the electives being offered.

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**Illustrative student schedule (11-12th grades)**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 8:00-9:25</td>
<td></td>
<td></td>
<td>PBL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Anatomy &amp; Physiology</td>
<td>AP Calculus</td>
<td>Internship / work-based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2 9:30-10:55</td>
<td></td>
<td></td>
<td></td>
<td>PBL</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>English</td>
<td>AP Physics</td>
<td>Fine arts, PE elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch 11:00-11:55</td>
<td>-</td>
<td>-</td>
<td></td>
<td>Speech / Comm. elective</td>
<td></td>
</tr>
<tr>
<td>Class 3 12:00-1:25</td>
<td>Physics</td>
<td>Precalculus</td>
<td>History, math, or English elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4 1:30-2:55</td>
<td>In-person elective</td>
<td></td>
<td></td>
<td>Other elective</td>
<td></td>
</tr>
<tr>
<td>(e.g. Foreign language 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Office hours from core teachers

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Hybrid high school model

Student Schedule (4/4)

Students operate on a hybrid model utilizing A/B grouping, alternating weeks of 4.5 days on-campus, 5.5 days remote:

- This model reduces class sizes in half to account for facility / faculty constraints, giving students equal parts on-campus and virtual instruction.
- Allows school to prioritize special populations who are disproportionately impacted by school closures to receive fully on-campus instruction.

Fridays used as half days:

- Allows teachers from on-campus and remote teams of a given “pod” to regroup and plan for upcoming 2-week cycle.
- Allows custodial staff to sanitize facilities.

Family model

- Group A
- Group B
- Special populations

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Staff Deployment

- Staff work on grade-level content teams across the district, specializing by instructional delivery
- Staff member roles and responsibilities vary based on preferences:
  - Remote teacher teams: prefer to remain fully remote; responsibilities include supporting PBL week of curriculum (implementation of curriculum, grading projects, virtual support and progress monitoring)
  - On-campus teacher teams: prefer to remain fully on-campus; responsibilities include supporting on-campus week of curriculum (adapting curriculum, delivering instruction, supervising other classes)
- Staff receives targeted professional development based on assigned roles

District-level staffing by preferences

- Remote teacher teams
- On-campus teacher teams

In-Person

In-Person

Remote

Small (<5)

Large (50+)

Instructional delivery

Student group size

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Hybrid high school model

Staff Roles

- Split staff into Remote and On-campus teams; every class “pod” will have one of each in grades 9-10 (grades 11-12 function somewhat differently)

- **Remote:**
  - Team of educators that prefer to remain remote and communicate with students virtually during asynchronous remote week
  - Remote teachers are responsible for supporting PBL assignments and grading them

- **On-campus:**
  - Every group will have a teacher dedicated to a subject (English, math, science, etc.); while one teacher is instructing, the others monitor the students in their classroom
  - Teachers stay in the same classroom for the day in grades 9-10; teachers rotate in grades 11-12

Illustrative example of one teacher team

- Math teacher
- English teacher
- Science teacher
- Elective teacher
- History teacher

Remote Teacher Team

- Grading PBL assignments
- Facilitating PBL curriculum
- Regular progress check-ins with students

On-Campus Teacher Team
Hybrid high school model

Synchronous on-campus instruction

Asynchronous PBL

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Academic Delivery

On-campus
- All on-campus instruction is done **synchronously** in two methods:
  - Teacher is in the classroom (in-person)
  - Teacher is in another classroom in the “pod” and beamed in through video (synchronous)

Remote
- **Synchronous** time with remote teachers is for:
  - Progress monitoring and updates
  - PBL support
- **Asynchronous time** is used for completing PBL assignments, which can be done at students’ own pace

Funding method eligibility and considerations:
- **Traditional ADA:** for on-campus days, funding is received through traditional on-campus accounting methods
- **Method B:** on remote days, asynchronous funding is used and tracked with check-ins. LEAs will have to submit attestation and async. plan to TEA
Hybrid high school model

Curriculum and Progress Monitoring

- School adapts curriculum to integrate PBL and support hybrid learning environment
  - Both teacher teams expected to meet every Friday afternoon to review complementarity of in-person instruction and PBLs on a 2-week unit basis
- Use of formative, interim, and summative assessments for progress monitoring
  - Students receive weekly feedback on PBL assignments and have daily progress check-ins from remote teacher team
Hybrid high school model

Remote Teacher Teams will notify families **bi-weekly on student process**

School administrative staff will also conduct **weekly phone calls** in the morning to families and students on remote weeks to check emotional wellbeing.

Families are encouraged to monitor student progress daily, especially during remote weeks.

Parents get full access to school’s **IT help desk, Call Center, and Support Center**