TEA

STRONG START 2020-21

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**

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.

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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

This school model is a hybrid school model

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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

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 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?

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 student are remote?

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

This model solves for

- Mixing concerns due to COVID-19 transmission risk
- LEA aims to integrate project-based learning experiences into remote time and reduce mixing on-campus

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

This model qualifies for

- 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Objectives

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

Provide guidance to plan for **a hybrid High School Model**

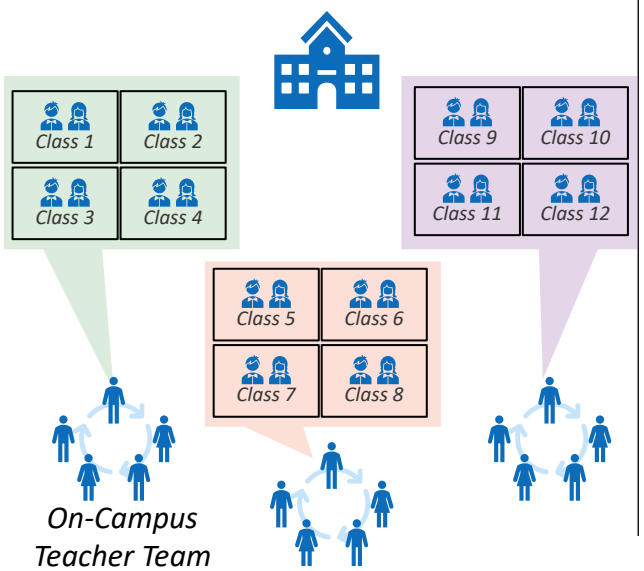
Note: Local (and national) health guidance should be prioritized relative to any of the examples included

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

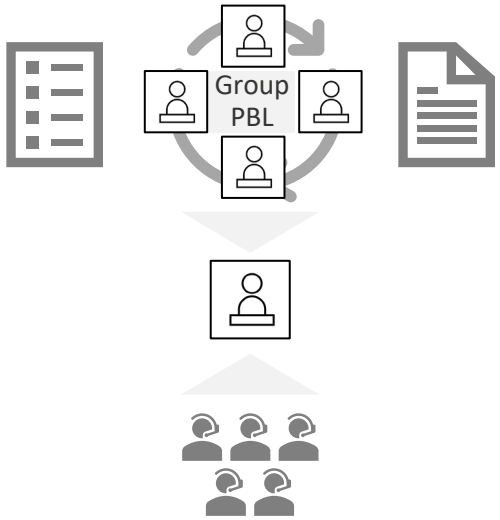
On-campus

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 adapted curriculum measured in **2-week increments**
- 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

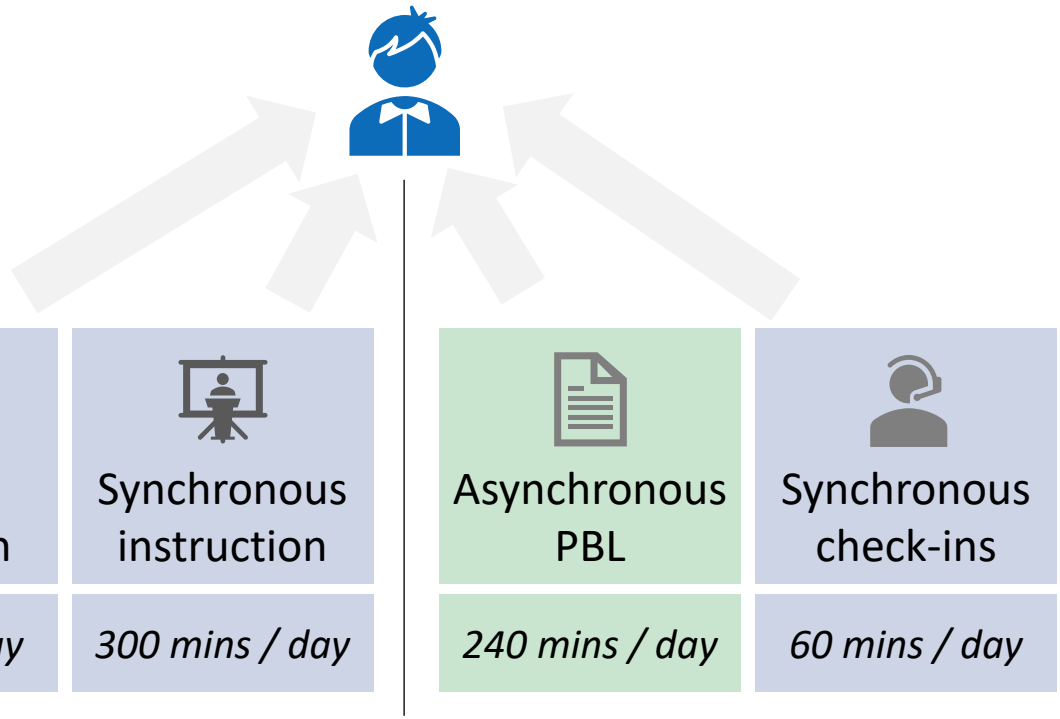
- Half in-school presence creates more opportunities for enriching and engaging experience than remote learning alone
- PBL allows for some collaboration with smaller groups of students outside school

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Synchronous Asynchronous

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.)

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Synchronous Asynchronous

Student Schedule (1/4)

Illustrative <u>on-campus</u> student schedule (9-10th grades)

	Time	Activity
A	8:00-9:00am	Algebra I (in-person)
B	9:00-10:00am	History (synchronous video)
	10:00-10:15am	Morning break
	10:15-11:15am	Biology (synchronous video)
	11:15-11:45am	Elective (synchronous video)
	11:45am-12:30pm	Lunch
	12:30-1:30pm	English I
C	1:30-2:30pm	Enrichment (art, P.E., etc.)

A 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

B 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.

C Enrichments are done synchronously at the end of the day by class "pods"

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Synchronous Asynchronous

Student Schedule (2/4)

Illustrative <u>remote</u> student schedule (9-10th grades)

	Time	Activity
A	8:00-9:00am	Wellness check-in / group counseling
B	9:00-10:00am	Algebra I PBL
B	10:00-10:15am	Morning break
B	10:15-11:15am	History PBL (group)
C	11:15-11:45am	Remote Teacher check-in
	11:45am-12:30pm	Lunch
B	12:30-1:30pm	English I PBL
B	1:30-2:30pm	Biology PBL (group)

A School to provide critical social and emotional support, mental health services, 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

B 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

C 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Synchronous Asynchronous

Student Schedule (3/4)

Illustrative student schedule (11-12th grades)

	A	B	C	D	E	F
Class 1 8:00-9:25	English	Anatomy & Physiology	AP Calculus	► PBL ► Internship / work-based learning ► Vocation courses ► Self-paced online course completion (from preselected list on Udemy, etc.) ► Community college / university online course		
Class 2 9:30-10:55	Calculus	English	AP Physics	► PBL ► Fine arts, PE elective ► Speech / Comm. elective ► History, math, or English elective ► Other elective		
Lunch 11:00-11:55	-	-	-	► Remote teacher check-in		
Class 3 12:00-1:25	Physics	Precalculus	AP English	► PBL ► Fine arts, PE elective ► Speech / Comm. elective ► History, math, or English elective ► Other elective		
Class 4 1:30-2:55	In-person elective (e.g. Foreign language 4)	In-person elective (e.g. Foreign language 4)	In-person elective (e.g. Fine arts)	► Office hours from core teachers		

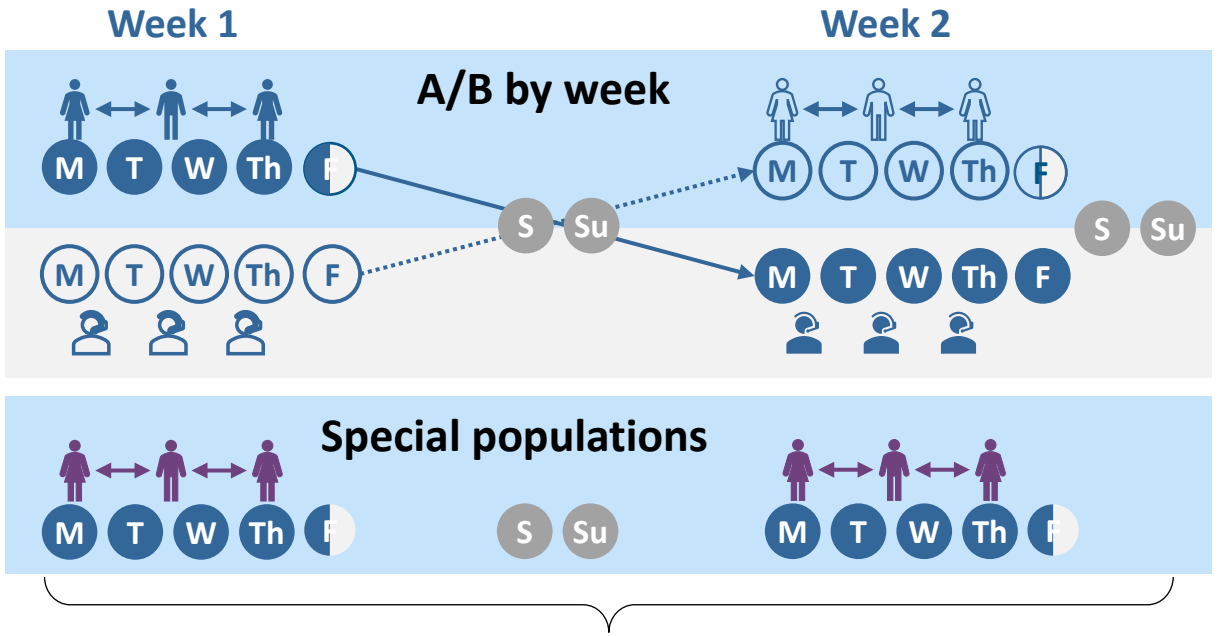
- Students in grades 11-12 typically have access to more variety in classes with more specialized courses
- To account for this, students will be divided into 6 groups (pods) based on individualized progress and requirements and leverage a block schedule for intensive, focused instruction while on-campus
- 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

On-campus
Remote learning

Student Schedule (4/4)



Schedule is based on 2-week increments, which allows for 14 day quarantine if needed

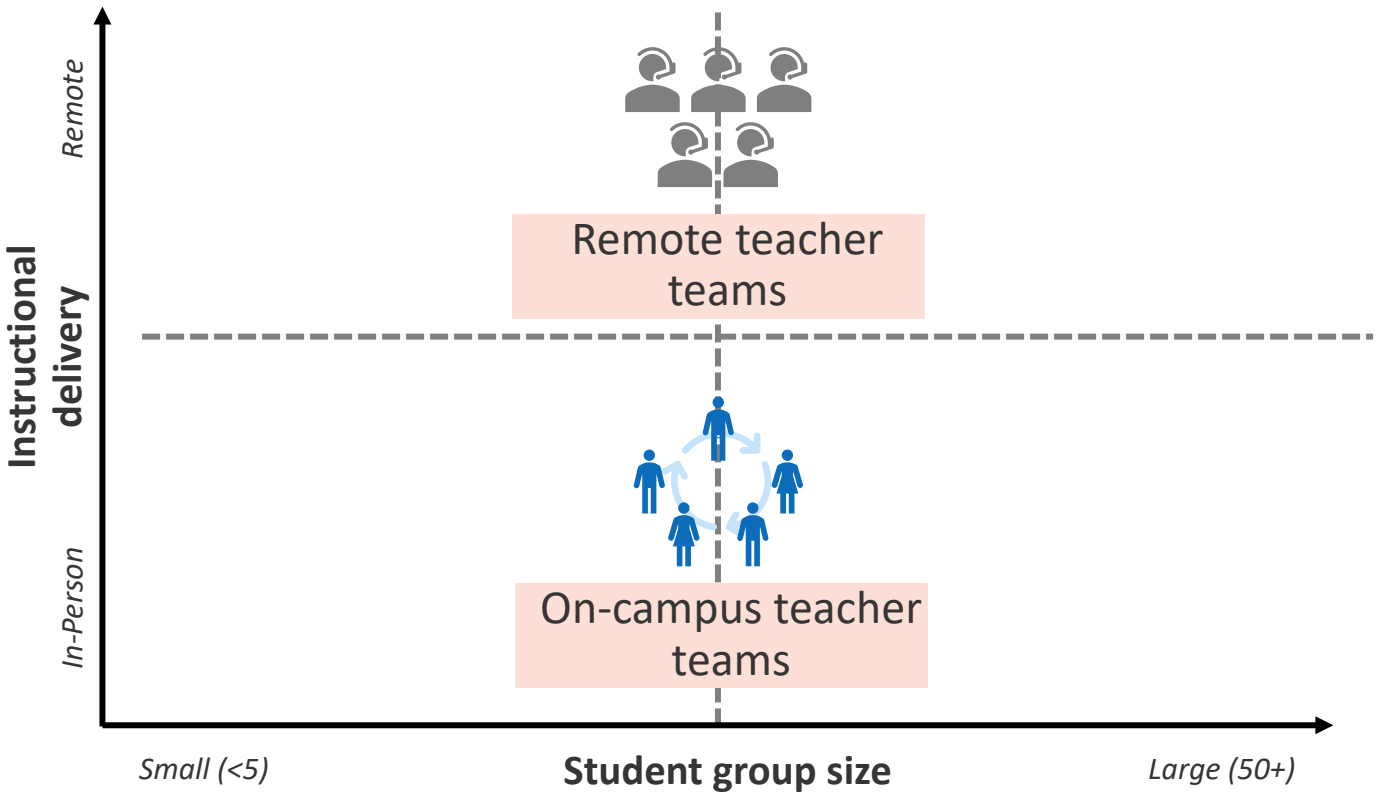
- Students operate on a **hybrid model utilizing A/B grouping, alternating weeks** of 4.5 days on-campus, 5.5 days remote
  - This model **reduces class sizes in half** to account for facility / faculty constraints, giving students equal parts on-campus and virtual instruction
  - Allows school to **prioritize 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Staff Deployment

District-level staffing by preferences



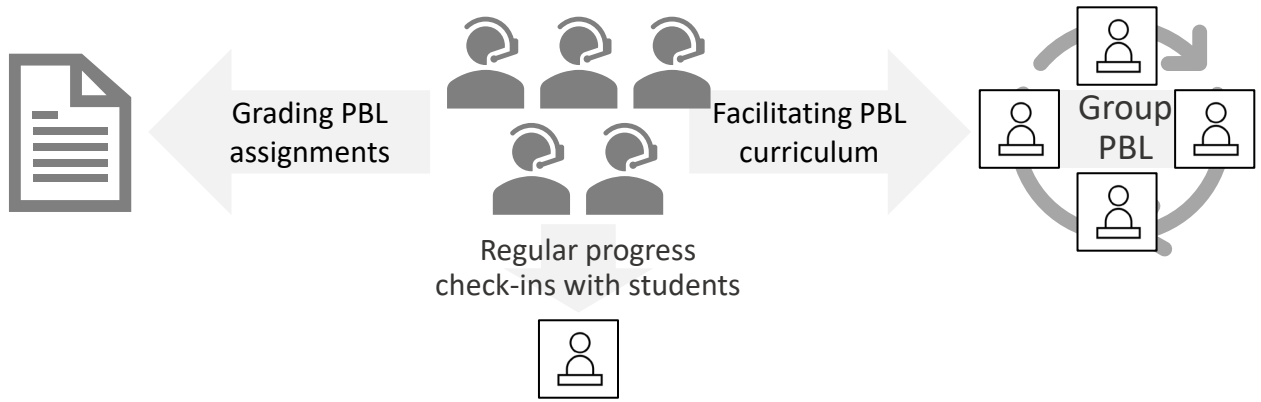
- Staff work on grade-level content teams across the district, specializing by **instructional delivery**
- Staff member roles and responsibilities vary based on **preferences**:
  - Remote teacher teams: prefer to remain fully remote; responsibilities include supporting PBL week of curriculum (implementation 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

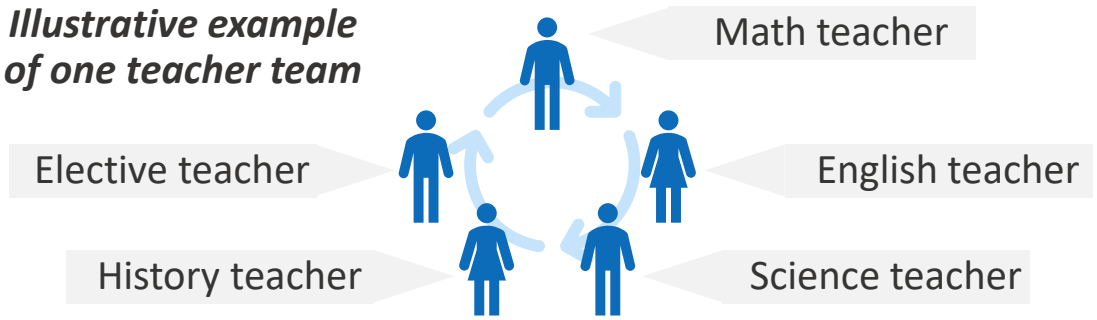
Staff Roles

Remote Teacher Team



On-Campus Teacher Team

Illustrative example of one teacher team



- 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

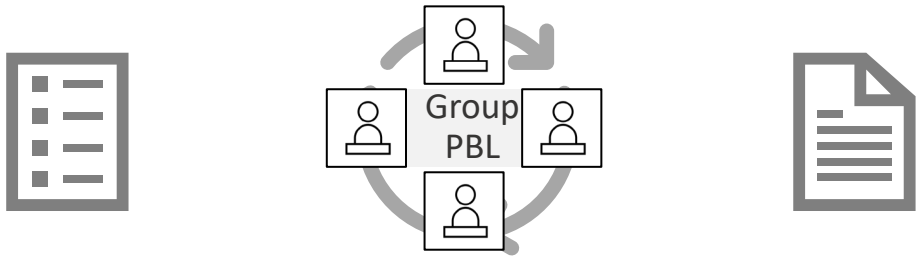
Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Synchronous Asynchronous

Academic Delivery

Synchronous on-campus instruction



Asynchronous PBL

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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Curriculum and Progress Monitoring

District Adapted Curriculum for Hybrid

- **Fit to local needs**
- **2-week increment**
- **Blends on-campus and PBL learning**

Progress monitoring

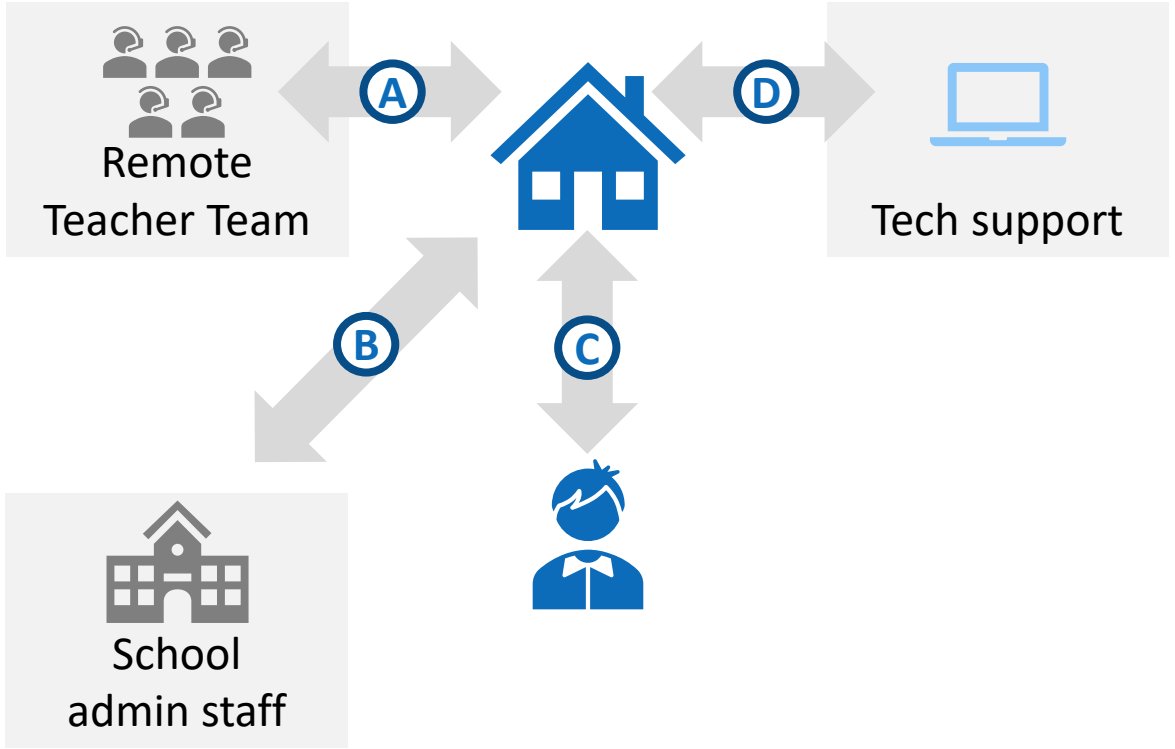
- **Formative Assessments**
- **One-on-one Sessions**
- **Faculty team meetings**

- 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

Note: Local (and national) health guidance should be prioritized relative to any of the examples included

Hybrid high school model

Family Engagement



- **A** Remote Teacher Teams will notify families **bi-weekly on student process**
- **B** School administrative staff will also conduct **weekly phone calls** in the morning to families and students on remote weeks to check emotional wellbeing
- **C** Families are encouraged to monitor student progress daily, especially during remote ` week
- **D** Parents get full access to school's **IT help desk, Call Center, and Support Center**

Note: Local (and national) health guidance should be prioritized relative to any of the examples included