

TEA

**STRONG
START**

2020-21

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



Objectives



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



Provide guidance to plan for **a hybrid dual track middle 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.



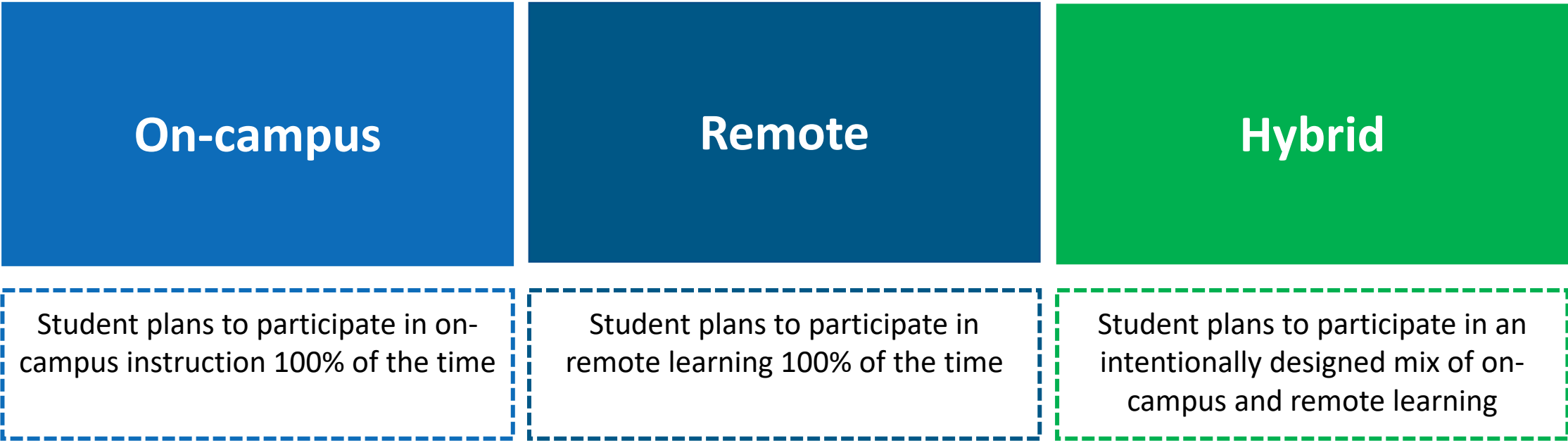
The purpose of this document is

- To be a launch pad for the design of a hybrid dual track middle 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



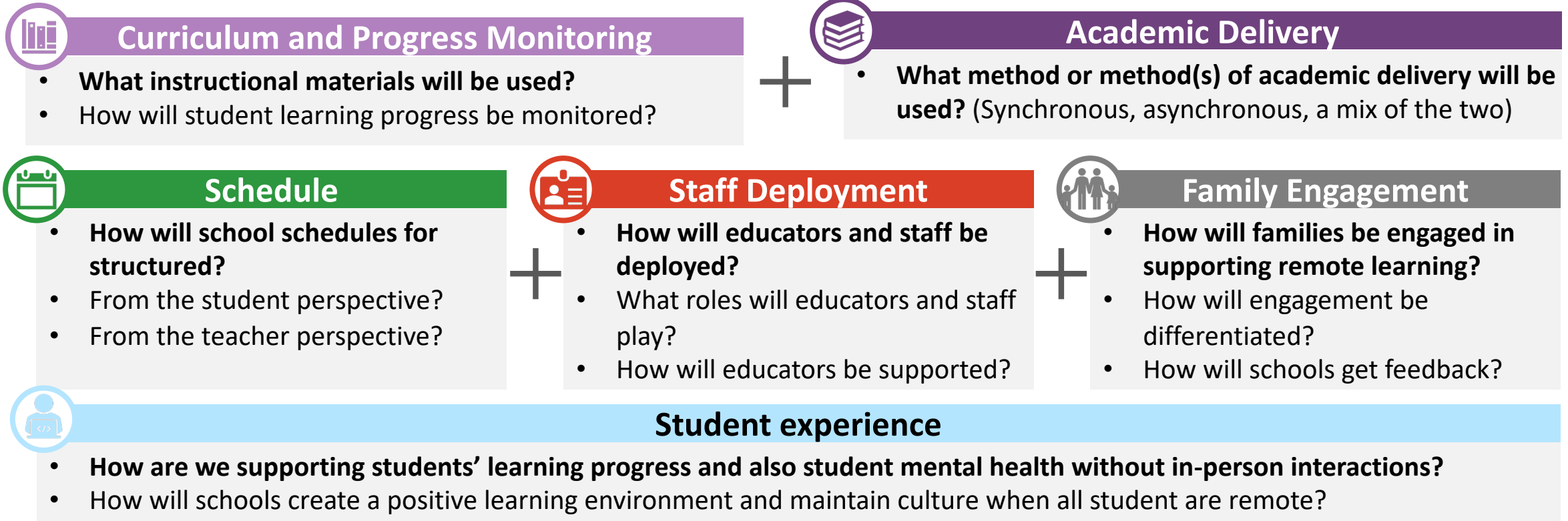
This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21

This school model is 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.**



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 (6-8) are eligible for traditional ADA Average Daily Attendance (ADA) funding
- On remote instruction days students are eligible 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 **a hybrid dual track middle school model**

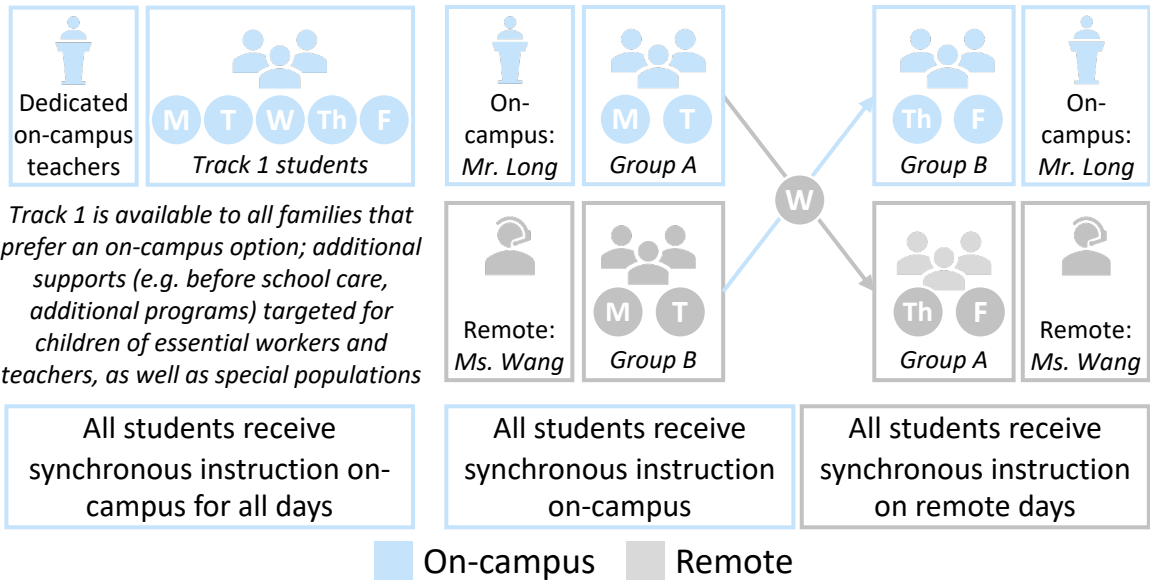
Hybrid dual track middle school model: Overview

This model supports a district aiming to:
Provide both a fully on-campus and a hybrid option, employing a split staffing model for teachers to specialize in modality

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
- Students receive **daily feedback** on assignments either during on-campus days via in-person discussions or via remote communication

Academic Delivery

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

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

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

Family Engagement

- Remote educators serve as the primary contact for families
- Families view student progress in Learning Management System (LMS)

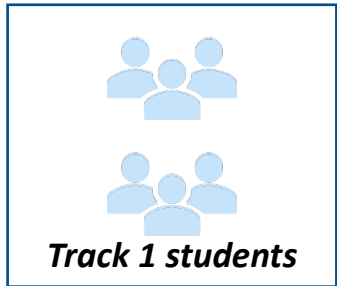
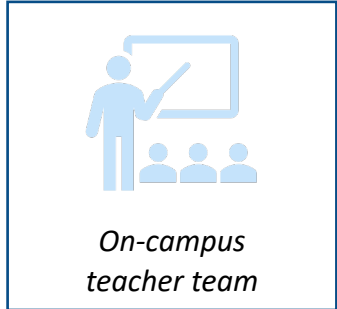
Student experience

- All students receive some instruction on-campus
- Additional advisory sessions in place to support student progress and overall wellbeing

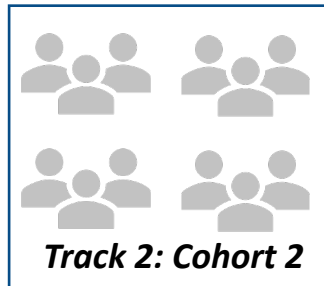
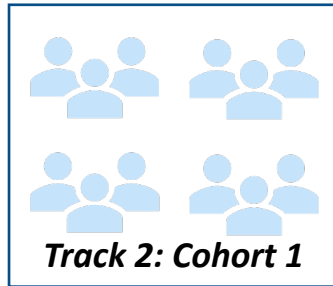
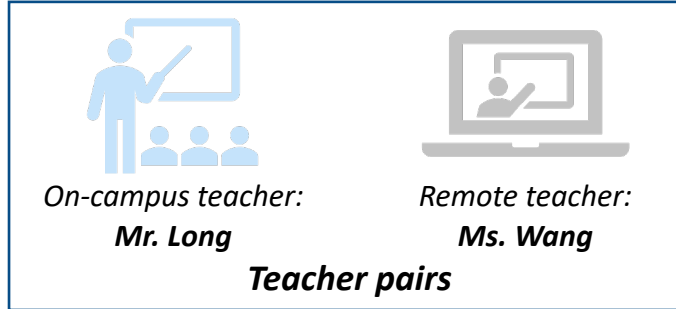
Hybrid dual track middle school model

Student Experience

Track 1: On-campus



Track 2: Hybrid



■ On-campus ■ Remote

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 on campus teacher** (Mr. Long) 2-3 days per week and the **same remote teacher** (Ms. Wang) the other 2-3 days per week
- All students receive on-campus instruction synchronously
- Hybrid students receive **remote instruction primarily synchronously**, with additional **check-ins and support**

Hybrid dual track middle school model



Track 1: Student Schedule



Track 1: Academic Delivery



Track 1: On-campus

Time	Activity
8:00-8:30 am	Advisory / Wellness checks
8:30-9:30 am	Math Group
9:30-10:30 am	Elective
10:30-10:45 am	Morning break
10:45-11:45 am	Reading Group
11:45-12:45 pm	Lunch
12:45-1:45 pm	Science Lab
1:45-2:45 pm	Elective
Afterschool	Homework (skill practice)

Synchronous instruction Asynchronous instruction

- Students of Track 1 are divided into cohorts of ~25 students
- Track 1 schedule operates similarly to regular school bell schedule, with ~180 mins of core instruction, ~120 mins of electives, and additional advisory / wellness sessions at the start of every day
 - Daily advisory time is aimed towards supporting students' mental health and wellbeing, and aid in supporting those students who might be lagging behind
- All students receive **synchronous instruction** for all courses on-campus

Funding method eligibility and considerations:

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












Hybrid dual track middle school model



Track 2: Hybrid Student Schedule (1/2)

Track 2: Hybrid

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



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 for on-campus and remote learning



Hybrid dual track middle school model



Track 2: Student Schedule (2/2)



Track 2: Academic Delivery



Remote	
Time	Activity
8:30-9:30 am	Math
9:30-10:30 am	RLA
10:30-10:45 am	Morning break
10:45-11:45 am	Science
11:45-12:45 pm	Lunch Flex
12:45-1:45 pm	Social Studies
1:45-2:00pm	Afternoon Break
2:00-2:30pm	Enrichment
Afterschool	Homework (skill practice)

On-campus	
Time	Activity
8:00-8:30 am	Advisory
8:30-9:30 am	Math Group
9:30-10:30 am	Elective
10:30-10:45 am	Morning break
10:45-11:45 am	Reading Group
11:45-12:45 pm	Lunch Flex
12:45-1:45 pm	Science Lab
1:45-2:45 pm	Elective
Afterschool	Homework (skill practice)

Synchronous instruction
 Asynchronous instruction

Grade levels are split in half and operate by splitting the week into remote and on-campus days

- Remote days consist of **240 min of core synchronous instruction** with supporting **asynchronous enrichment and practice work time**
- On-campus days consist of a combination of:
 - In person advisory
 - Targeted small **group Math and Reading instruction (120 min)**
 - Flex time to meet with teachers (also accessible on remote days)
 - Science exploration and lab time (60 min)
 - Electives (PE, Music, Theater, Art etc.) (60 min)

Funding method eligibility and considerations:

- **Traditional ADA:** for days when students are on-campus, they receive traditional ADA funding
- **Method A:** For remote days, synchronous instruction fulfills the ADA requirements for synchronous funding

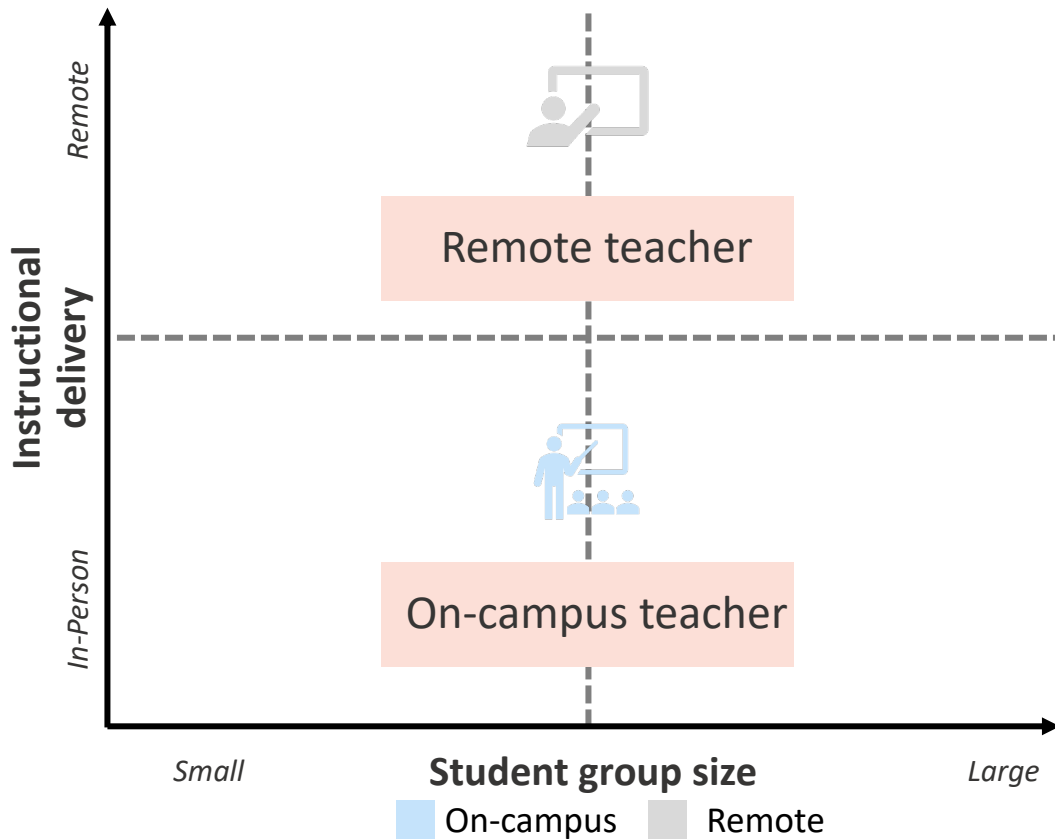


Hybrid dual track middle school model



Staff Deployment

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**
 - 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**
 - All teachers have ~60mins / day for flexing independent planning, holding office hours, conducting check-ins, attending meetings, etc.
- Track 1 teachers are **departmentalized** and **grouped up to form teams**
- Track 2 teachers **instruct all subjects in conjunction with their teacher pair**, except electives, and are not departmentalized
- Staff receive regular **professional development** based on their teaching modality
- 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, and progress check

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



Implement **curriculum** for grade level and modality



Remote teachers will receive **training** related to remote instruction



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



Grading, monitoring progress, and giving feedback to students



Participate in **weekly shared student meetings**



Hybrid dual track middle school model



Curriculum and Progress Monitoring

Curriculum



District adapts existing or adopts new curriculum suited for hybrid environment

Progress monitoring



Feedback on assignments



Formative Assessments



Shared student 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

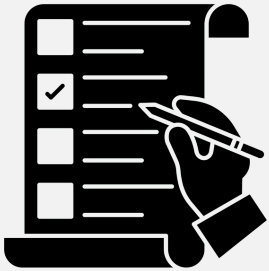
Progress monitoring

- Students take bi-weekly formative assessments or turn in assignments to track progress
- Teacher pairs discuss students weekly to ensure each student is sufficiently supported and progressing appropriately

Hybrid dual track middle school model



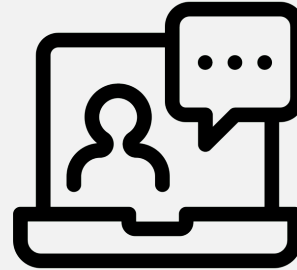
Family Engagement



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 the teacher pair 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 have **full access to parent portal** that will show student progress through LMS; in addition, access to the districts' IT help desk 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

You can't
hide that
WILDCAT
TEA

