

TEA

**STRONG
START**

2020-21

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



Objectives



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



Provide guidance to plan for **a hybrid middle 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.



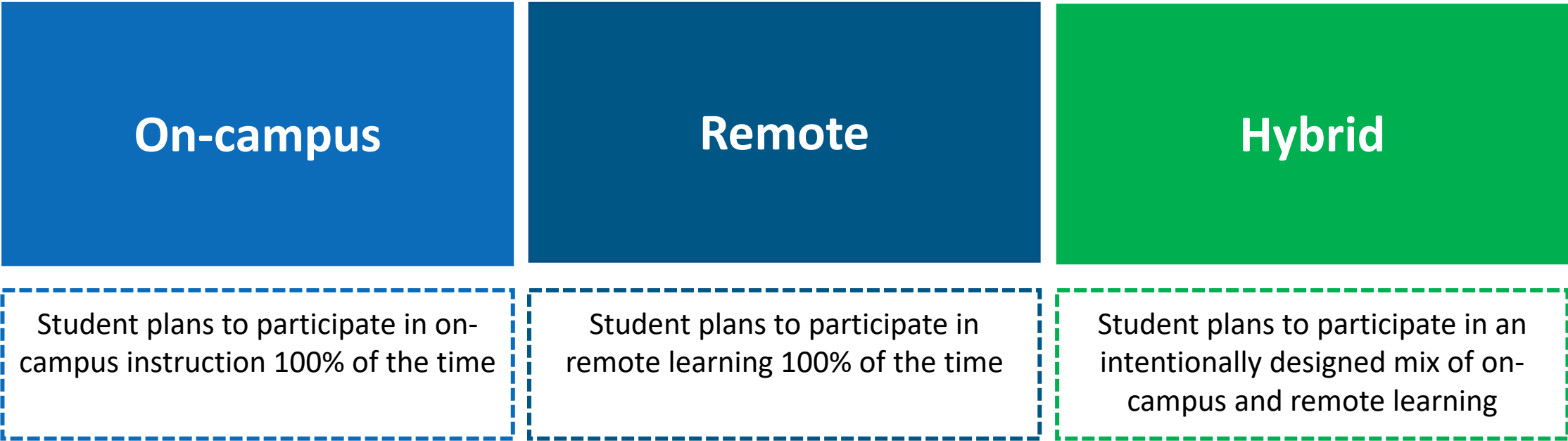
The purpose of this document is

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



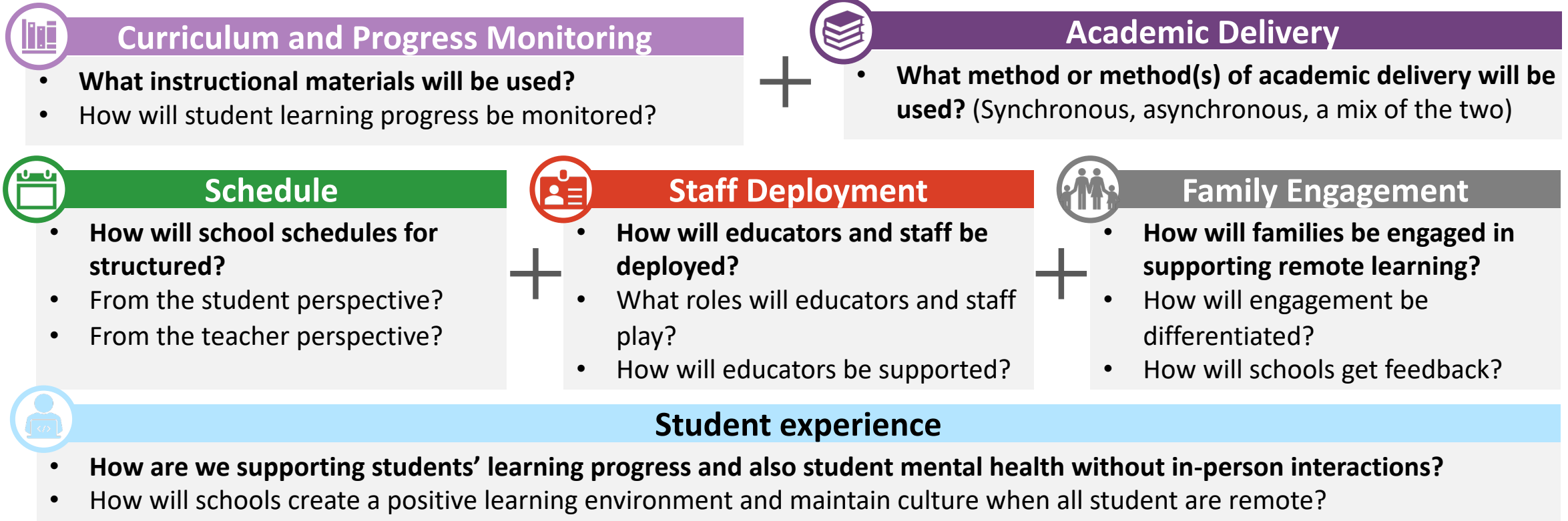
This document aims to support Local Education Agencies (LEAs) in their design of the ‘best-fit’ school models for their community in SY20-21

This school model is an 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

- Family concerns about returning fully on-campus
- Space constraints due to social distancing measures
- Appropriate educators staffing based on perceived strengths
- Targeted, small group instruction and feedback on-campus



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 (6-8) 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 middle school model with an A/B schedule and split staffing**

Hybrid middle school model: Overview

This model supports a district aiming to:
 Provide targeted small group instruction and feedback on-campus while maximizing educator strengths

Sync. Student Supports

Small group inst./support

Enrichment

Family/Staff supports

All student and family supports are synchronous and in-person

Async. Core Instruction

All students access common asynchronous core instruction at home

All students access common asynchronous core instruction at home

■ Synchronous instruction ■ Asynchronous instruction

Dimensions

Curriculum & Progress Monitoring

- District adapts existing or adopts new curriculum suited for hybrid environment
- Students receive daily feedback on assignments either via lesson checks for understanding on asynchronous days, or via small group work on synchronous days

Academic Delivery

- Flipped academic delivery:
- Asynchronous, computer-based core instruction
 - Synchronous academic instruction and support
 - Eligible funding methods:
 - On-campus: Traditional ADA
 - Remote: Method B / Asynchronous

Student Schedule

- Students alternate days between:
- On-campus:** receiving small group instruction and electives
 - Remote:** receiving core instruction

Staff Deployment

- Staff roles are split by function: content support, delivery, individual student support etc., and are assigned to leverage strengths

Family Engagement

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

Student Experience

- Campuses are student centered, providing individual students with the targeted support to move through the rigorous common curriculum



Hybrid middle school model

■ Synchronous instruction
■ Asynchronous instruction



Student Experience

Remote Days



- Student schedules provide for ~240 minutes of asynchronous core instruction
- Each lesson has a daily check for understanding assignment that students submit to receive feedback
- Lessons are taught (recorded) by expert content teachers



- Students alternate days between being on campus and remote
- Every other week is three days on campus as opposed to two
- 50% of students are at school each day, reducing crowding and potential exposure

On-campus Days



- Students have time to check in with a small group of peers and an advisor, to receive support for mental health and well-being
- Academic instruction on-campus occurs in small groups to allow students access to targeted support which builds on core content from remote days
- Electives provide opportunities for students to pursue particular areas of interest



Hybrid middle school model



Student Schedule

Remote Student Schedule

A

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
Afterschool	Homework (skill practice)

On Campus Student Schedule

B

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 alternating **A** (remote) and **B** (on-campus) days
 - Every other week is three days on campus
 - Small groups sizes are achieved on campus given 50% capacity each day
- Remote days consist of **240 min of core asynchronous instruction** with supporting practice work
 - All grade level students receive the same content
- On-campus days consistent 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)

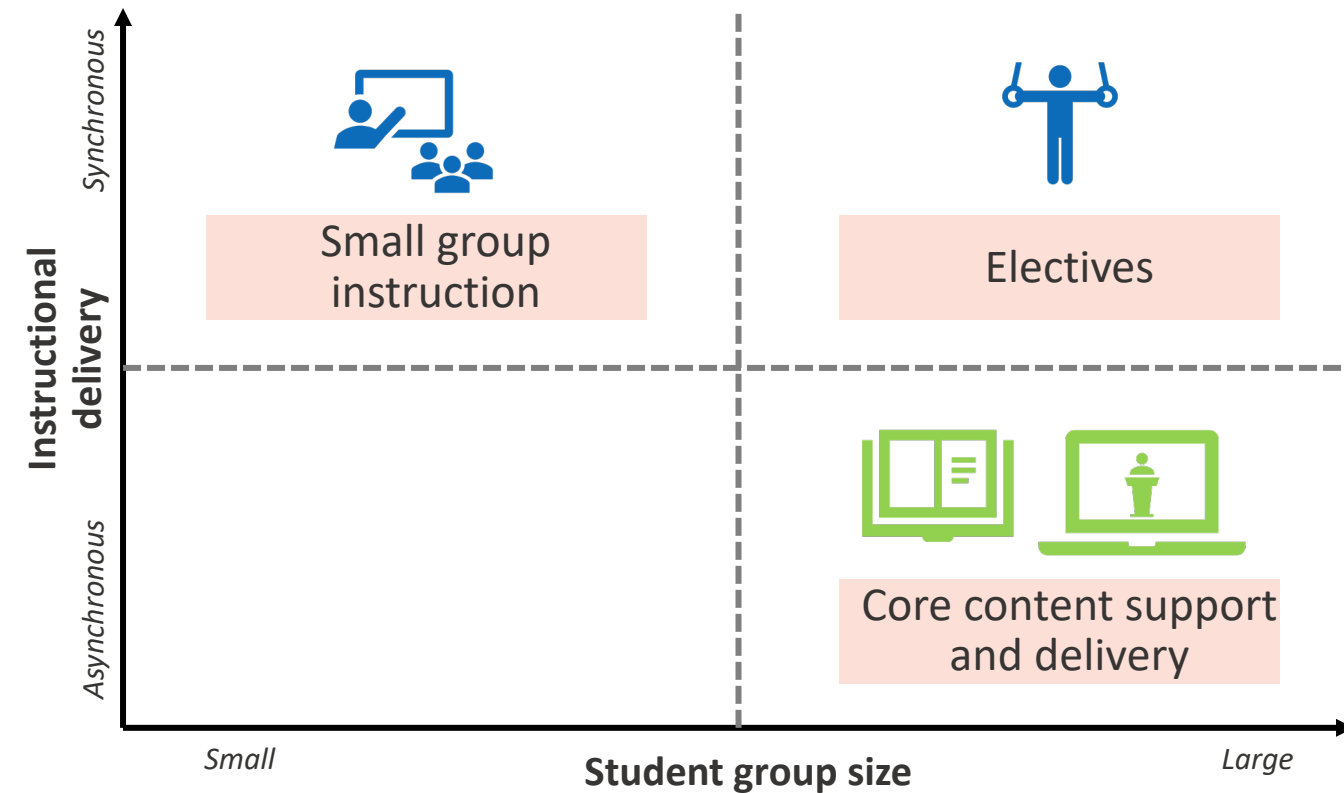


Hybrid middle school model



Staff Deployment (1/2)

School-level staffing by strength



- Staff work on content teams across the school, specializing by **instructional function**
- Staff receive **targeted professional development** based on their assigned roles
- Staff member roles and responsibilities vary based on **areas of relative strength**:
 - Core content delivery: strongest in delivering asynchronous instruction for core subjects (i.e. recording lessons and activities for all students to access on remote days)
 - Small group instruction: strongest in providing targeted content instruction to small student groups
 - Content support: strongest in implementing and supporting new curriculum for remote instruction
 - Electives: strongest in developing and delivering content and material for on-campus electives

Hybrid middle school model



Staff Deployment and Roles (2/2)

Sample staff schedules based on role

Time	Core instruction Delivery (Math)	Content Support Lead (RLA)	Elective (Art)	Small Group Support (math)
8:00-8:30am	Advisory	Advisory	Advisory	Advisory
8:30-9:30am	Math Group	Prep period	Art	Math Group
9:30-10:30am	Prep period	Reading Group	Art	Math Group
10:30-10:45am	Morning break supervision	Morning break supervision	Morning break supervision	Morning break supervision
10:45-11:45am	Math Group	Prep period	Prep Period	Math Group
11:45-12:15pm	Lunch	Office hours	Lunch	Office hours
12:15-12:45pm	Office hours	Lunch	Office hours	Lunch
12:45-1:45pm	Prep period	Reading Group	Art	Prep period
1:45-2:45pm	Common Prep	Common Prep	Art	Common Prep

■ Time with students

Staff Schedules

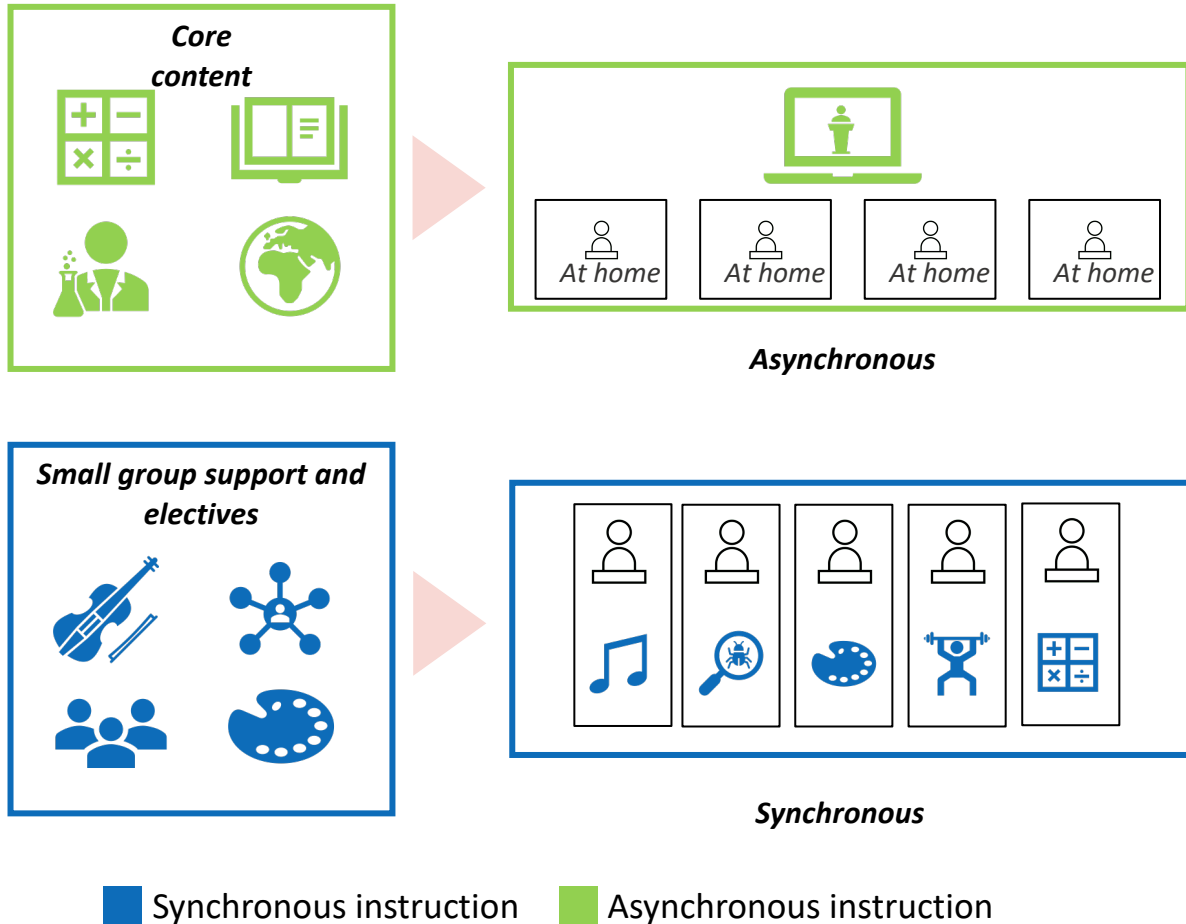
- All staff members serves as advisors for two small groups of students, meeting with them on days they are on campus
- All staff members balance time between areas of specialty (e.g. remote content delivery) and supporting small group instruction
 - Staff members dedicated exclusively to small group support (a majority of teachers) meet with three small groups each day while those with other responsibilities only meet with two
 - Elective teachers are exclusively focused on teaching elective classes (across grades)
- Content staff have common planning time at the end of each day to facilitate progress monitoring and curriculum supports
- Office hours are available for on-campus and remote students



Hybrid middle school model



Academic Delivery



- All students receive **240 minutes of asynchronous instruction for 4 core classes** every other day, taught by effective content delivery educators
 - **Daily progress checks** and viewing recorded for ADA Asynchronous funding
- All students receive **synchronous instruction on-campus** every other day, consisting of:
 - 60 minutes of small-group instruction in RLA, Math and Science
 - 120 minutes of elective instruction
 - 30 minutes social, mental health and well-being support via small group advising
 - 30 minutes of flex time to meet with teachers as needed

Funding method eligibility and considerations:

- **Traditional ADA:** For on-campus days, funding is received through traditional on-campus accounting methods
- **Method B:** For remote days, funding is received through an asynchronous plan. The asynchronous plan must be approved by TEA, and LEAs will have to submit an attestation to TEA



Hybrid middle school model



Curriculum and Progress Monitoring

District Adapts Existing or Adopts New Curriculum



Flipped model



Small group differentiation



High educator buy-in

Progress monitoring



Formative Assessments



Team meetings



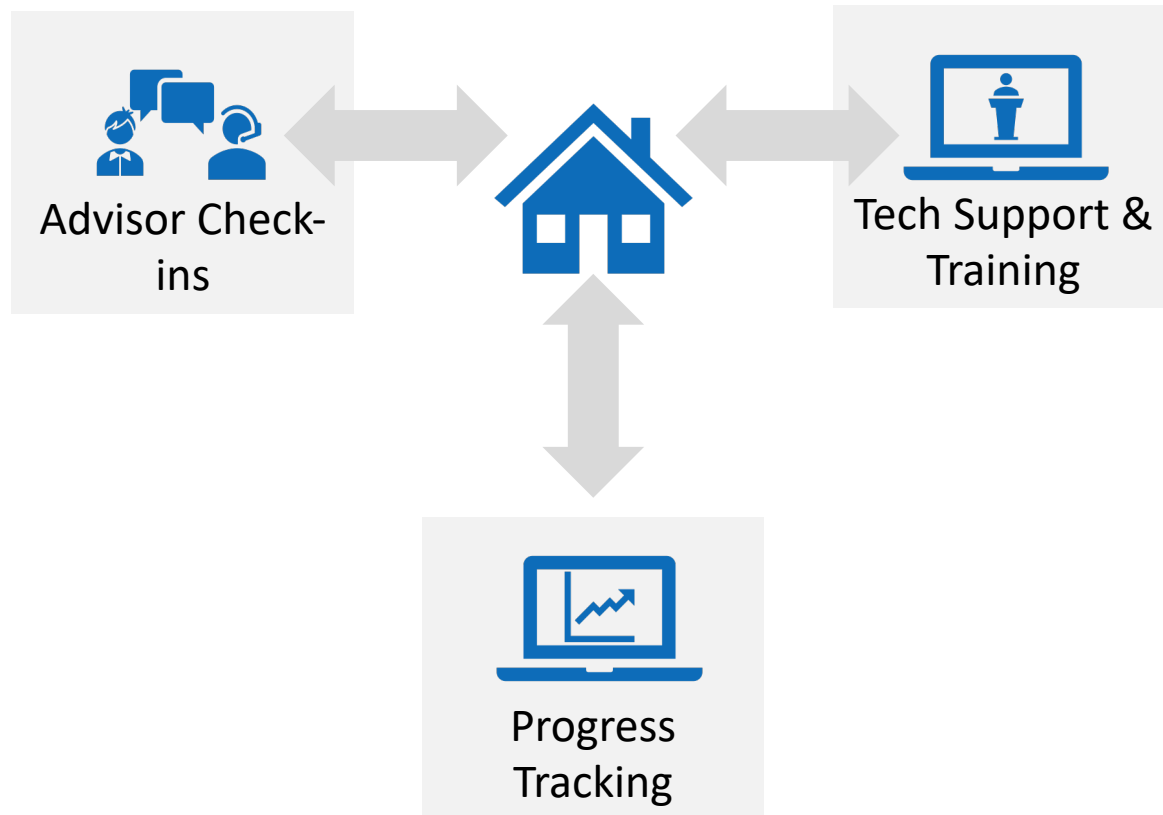
Daily student feedback

- School adapts the existing curriculum or adopt a new **curriculum that is designed for remote or hybrid instruction**, utilizing asynchronous lessons and synchronous small group instruction/activities
 - Small groups are flexible and can shift based on student progress/need
- Use of regular **formative and summative assessments** for progress monitoring
- Students receive daily **feedback** on assignments either via lesson checks for understanding on asynchronous days, or via small group work on synchronous days
- Small group teachers track student progress, sharing it with students regularly; families also have access to this information

Hybrid middle school model



Family Engagement



- Student advisors are the primary point of contact for families
 - Advisors make bi-weekly calls to families to provide holistic updates on student progress
- Families can track academic progress and attendance via an LMS portal that staff update daily for attendance, and at least weekly for academic progress
- Families receive tutorials and login information for student's asynchronous materials, and have access to technology support from the LEA as needed

TEA

You can't
hide that
WILDCAT
spirit.

TEA
Ad...

