

TEA



**Planning for Back
to School:
On-campus
Elementary
School Model
with Blended
Learning**



Objectives



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



Provide guidance to plan for **an on-campus elementary school model with blended learning**

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 an on-campus elementary school model with blended-learning
- 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 on-campus elementary school model

On-campus

Student plans to participate in on-campus instruction 100% of the time

Remote

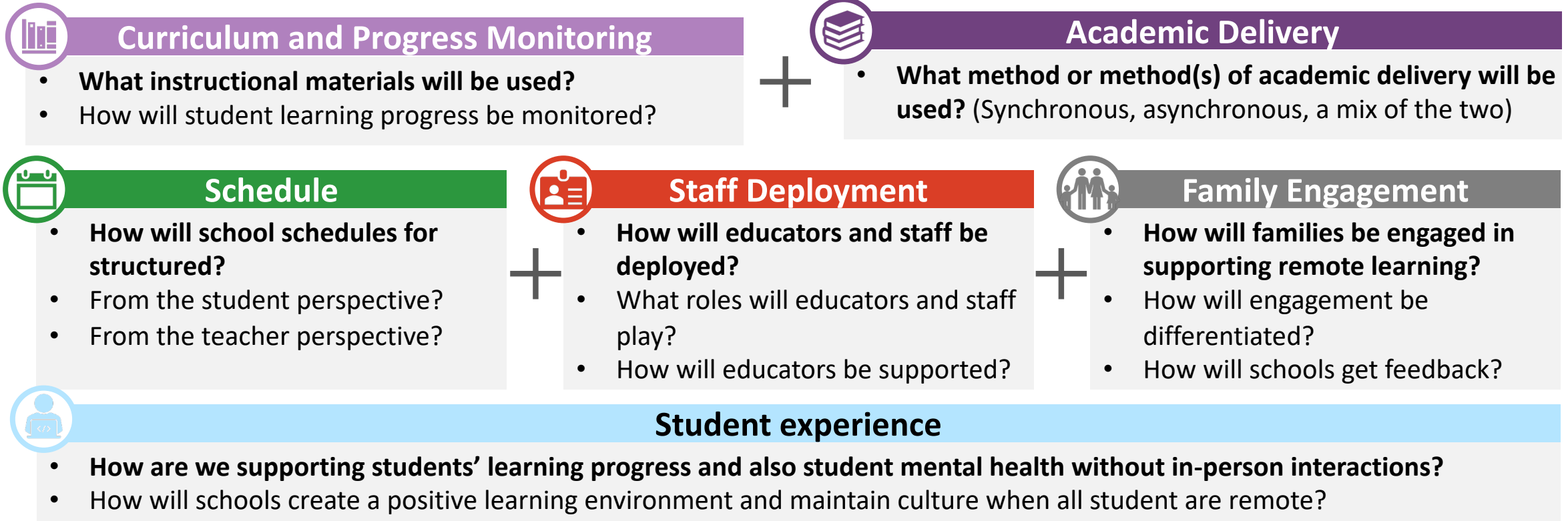
Student plans to participate in remote learning 100% of the time

Hybrid

Student plans to participate in an intentionally designed mix of on-campus and remote learning

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.**



Blended learning, as an on-campus approach, offers flexibility

Benefits of blended learning approaches

- **Individualize instruction** to accommodate for different degrees of COVID slide and different learning paths that are necessary as a result
- Deliver a **consistent instructional experience** in situations where students are mixed between at-home and on-campus learning
- Enables greater **staffing efficiency** where personnel are reduced, either due to spending cuts or staff staying home for health reasons
- Achieves greater **social distancing** in classrooms



This model solves for

- Family desires for students to return fully on-campus
- Student mental health and wellbeing concerns
- Supporting making up for any learning loss through blended learning which allows students to receive both face-to-face instruction by teachers and leverage technology



This model qualifies for

- Traditional Average Daily Attendance (ADA) funding – submit attendance as per usual
- *Note: For families / students that participate in remote funding, you will need to submit Method A or B funding. 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**

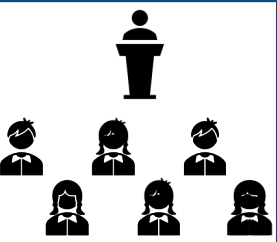


Provide guidance to plan for **an on-campus elementary school, blended learning model**

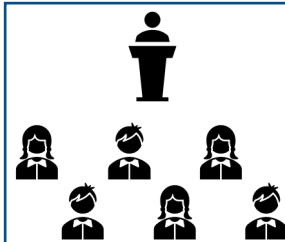
On-campus elementary school model: Overview

This model supports a district aiming to: Bring all students back to on-campus learning where there is interest from families and amenable public health conditions, while creating a consistent experience for on-campus and remote learners

Learning environment



Class 1



Class 2

All students are on-campus

Academics



Direct teacher-led instruction



Online, technology-led instruction

Blended learning combines the power and heart of **direct instruction** with the real-time capabilities of **software** to meet the needs of all students in a sustainable and scalable way

Dimensions

Curriculum & Progress Monitoring

- District adapts existing or adopts new curriculum suited for blended learning
- Eligible funding methods: Traditional ADA

Academic Delivery

- Blended learning curriculum for Reading/Language Arts (RLA), math, and science is adapted/adopted and implemented LEA-wide
- Technology platform and formative assessments inform students' personalized learning plans

Student Schedule

- Students spend approximately **1.5 hours daily on online learning**
- The bulk of school day is face-to-face learning
- There is **daily optional support**

Staff Deployment

- Each teacher is responsible for ~20-30 students and **teaching all subjects**
- With blended learning, teachers do not need to be experts in each subject matter

Family Engagement

- Families receive training on blended learning, teacher conferences, and weekly progress monitoring reports

Student experience

- Students are on-campus everyday with the same peers and teacher(s)
- Daily community circles foster connection between students, and include wellness practices such as yoga/meditation
- 2-to-1 or 1-to-1 device distribution to support blended learning
- Blended learning allows for increased social distancing in schools, where used as a mitigation strategy

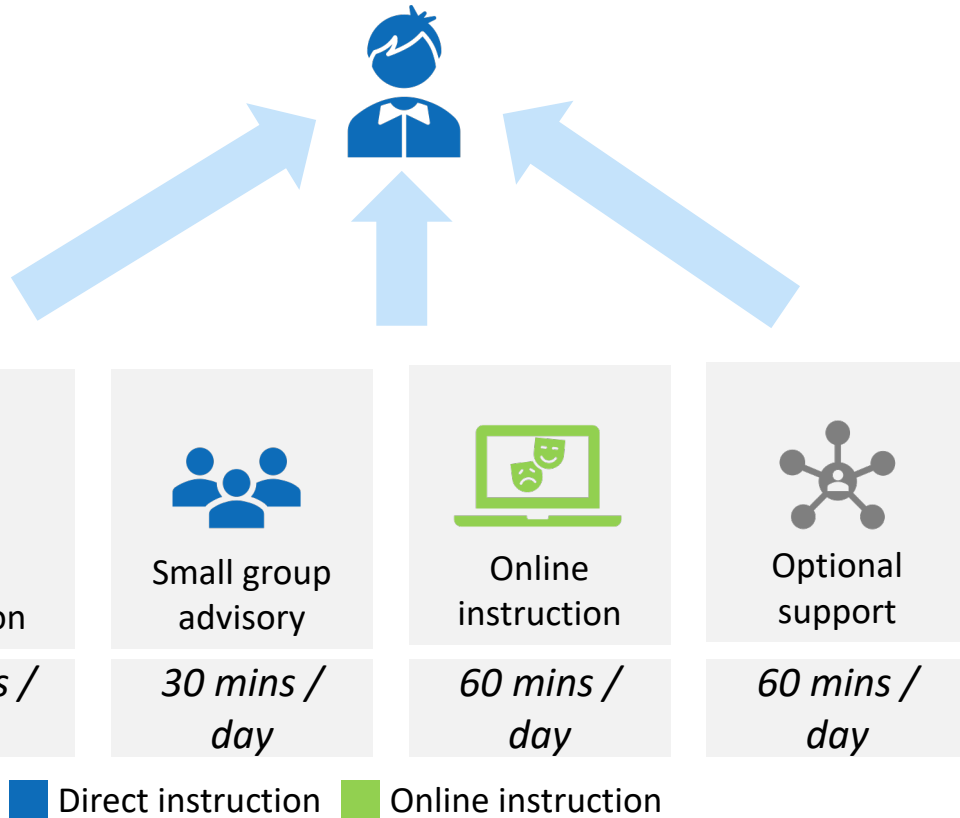
Review [TEA public health planning guidance](#) and consider which mitigation steps may make sense for your local context



On-campus elementary school model



Student Experience



- All students are **on-campus every day**, unless families choose otherwise
 - Students stay with the **same pod, classroom, and teacher(s)** throughout the week
- Students engage in **blended learning model via station rotation** in which there is a combination of teacher-led instruction and student-led learning utilizing technology
 - This allows for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions
 - Blended learning via rotation stations also allows for increased social distancing, for LEAs that choose to implement that as a mitigation strategy
 - Additionally, this better prepares students for a transition to remote learning, should this be needed due to dynamic local public health conditions
 - Blended learning requires a 1-to-1 or 2-to-1 device distribution to ensure a seamless student experience, and may require additional investment from the district

On-campus elementary school model



Student Schedule



Academic Delivery



Illustrative student schedule

Time	Subject	Learning method
:30 min		Optional in-class breakfast
:30 min	Community circle	Direct instruction
:45 min	Math	Blend of online learning and direct instruction
:45 min	History	
:15 min		Recess
:60 min	RLA	Blend of online learning and direct instruction
:45 min		Lunch
:45 min	Science	Blend of online learning and direct instruction
:45 min	Specials	Direct instruction
:60 min	Optional practice work and/or one-on-one / small group support	

■ Direct instruction
 ■ Online instruction

- Students receive **direct teacher-led, synchronous instruction across all subjects daily**
- For math, RLA, and science, teachers introduce topic areas and then transition students into **online learning leveraging technology and software programs** to personalize learning for students
 - Students spend approximately 1.5 hours on online learning daily
 - During online learning time, teachers are able to provide individual support to students. Teachers can determine which students need support via roaming the classroom and/or by receiving real-time data on student performance from the online platform
- This blended learning approach combines the benefits both online and teacher-led learning to best support student learning

Funding method eligibility and considerations:

- **Traditional ADA:** all students are eligible for traditional ADA funding



On-campus elementary school model



Staff Deployment and Roles (1/2)

Illustrative schedule

Time	Student activity	Teacher activity	Teacher location
:30 min	Optional in-class breakfast (teachers rotate)		Classroom
:30 min	Community circle		Classroom
:15 min	Math – live instruction	Live instructing	Classroom
:30 min	Math - online	Supporting online learning, progress monitoring, grading	
:45 min	History	Live instructing	
:30 min	Recess		
:15 min	RLA – live instruction	Live instructing	Online learning classroom
:30 min	RLA – online	Supporting online learning, progress monitoring, grading	
:15 min	RLA – live instruction	Live instructing	
:45 min	Lunch		
:15 min	Science – live instruction	Live instructing	Online learning room
:30 min	Science - online	Supporting online learning, progress monitoring, grading	
:45 min	Specials	Prep period / flex time	Classroom
:60 min	Optional practice work and/or one-on-one / small group support	M, T, Th, F: supervising practice work / small group support W: weekly content team meetings and training	Classroom

 Time with students

- Each teacher is responsible for a pod of ~20-30 students
- Each teacher **instructs all subjects**, except specials
- During student online learning time, teachers offer support to students, complete grading, and conduct progress monitoring
- Teachers **within a grade band are assigned to a subject area** using blended learning for **content support** – math, RLA, and science
 - These teachers **adapt materials** to their local context, where necessary, and **create trainings** for other teachers
 - Materials are shared with teachers across the grades
- All teachers receive training** on curriculum-specific blended learning, identifying student trauma, and remote learning in preparation for a potential transition via additional teacher professional development (PD) days built into the calendar

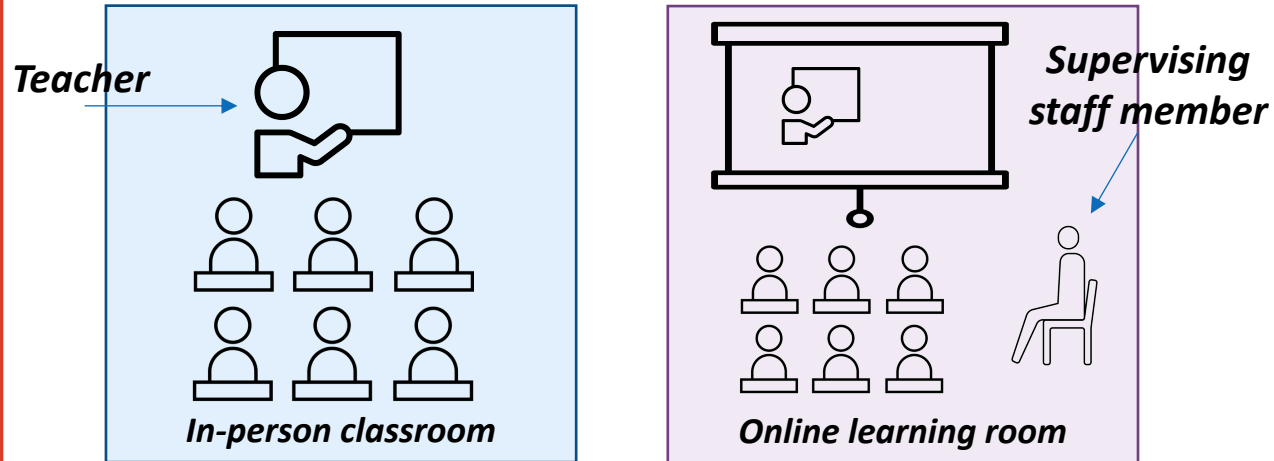


On-campus elementary school model



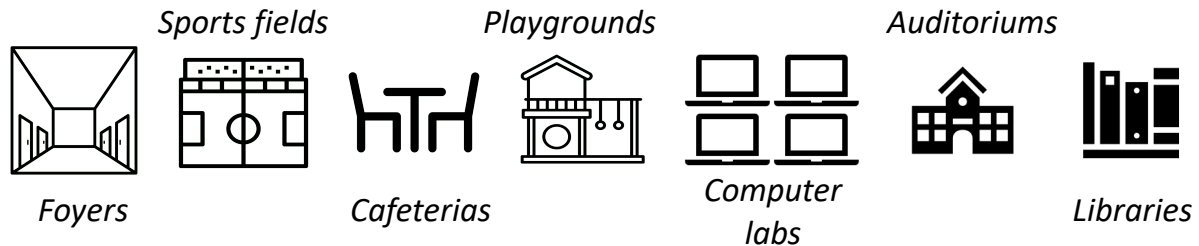
Staff Deployment (2/2)

"Classroom"



- Where space and staffing allows, LEAs may consider **dividing pods** into small groups of ~12-15 and **operating two "classrooms"** to reduce crowding and student contact
 - All classrooms are equipped to show a broadcast of the teachers
 - Half the class is in a classroom with the teacher providing in-person instruction while the other half is in a fitted online room where the live instruction is broadcast
 - Students in the online room are monitored by a staff member (e.g., librarian, teaching assistant, etc.)
 - The teacher and supervising staff member can rotate physical classroom every other day, at minimum, or within a day
- Consider **creatively using available spaces**, such as gyms, foyers, sports fields, playgrounds, etc. and converting them into in-person and/or e-learning classrooms
 - This helps reduce the number of students in each classroom

Potential additional classrooms



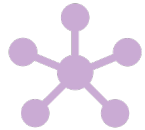
On-campus elementary school model



Curriculum and Progress Monitoring

Curriculum

Blended-learning subjects



LEA adaptation of existing curriculum or adoption of blended-learning new curriculum

All other subjects



Existing curriculum with adaptations by schools as needed

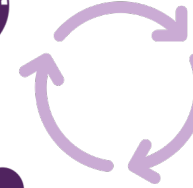
- Where needed, LEAs **adapt existing curriculum** or **adopt online curriculums and software solutions for math, RLA, and science**, which are standardized, high-quality and implemented LEA-wide
- LEAs use and may adapt their existing curriculum for **all other subjects** (e.g., history, specials)
- Curriculum is modified to be able to **transition between remote and on-campus learning**

Progress monitoring

Personalized learning plan



Technology



Teacher review

- Teachers create a personalized learning plan for each student, leveraging the online curriculum to customize student learning plans
- Technology platforms support student pacing and mastery evaluation
- Teachers leverage technology data-tracking from online curriculum as well as assignments and formative assessments to adapt learning plans

On-campus elementary school model



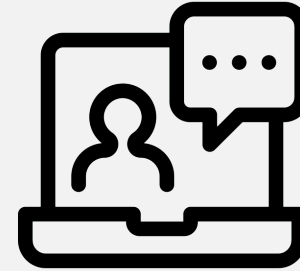
Family Engagement



Schools host bi-monthly **parent-teacher conferences** (likely virtual, though may vary based on local health context)



Parents / guardians receive **weekly progress updates** from teachers on student performance and engagement via **preferred contact method**



LEA/schools host a **webinar** for parents / guardians on **blended learning**

