Objectives

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

Provide guidance to plan for **an Elementary School K-2 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.

TEA

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 remote elementary 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

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This school model is a remote model

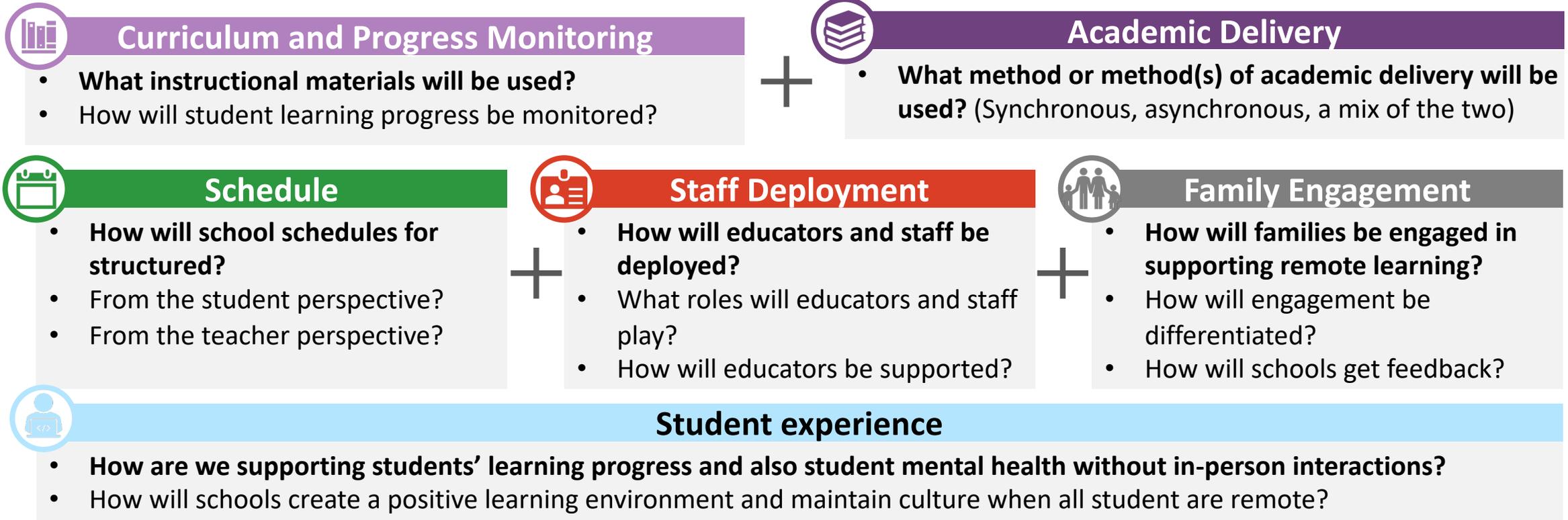| On-campus	Remote	Hybrid
Student plans to participate in on-campus instruction 100% of the time	Student plans to participate in remote learning 100% of the time	Student plans to participate in an intentionally designed mix of on-campus and remote learning

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?

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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?

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Staff Deployment
- **How will educators and staff be deployed?**
- What roles will educators and staff play?
- How will educators be supported?

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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?

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This model solves for

- Family desires to have students remain fully remote

- Staffing shortages or constraints

- Average Daily Attendance (ADA) funding requirements for K-2 asynchronous instruction

This model qualifies for

- K-2 students are only eligible for Method B asynchronous funding for remote learning
  - This requires submitting an attestation and plan to TEA, as well as new attendance taking mechanisms

- *See more detail at the TEA SY20-21 Attendance and Enrollment FAQ (linked here)*

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Remote Grades K-2

This model supports a district aiming to:
Deliver a consistent asynchronous schedule of instruction in all core / foundation content areas for students; dedicated teacher supports a specific student cohort within each grade level

Synchronous

Students participate in live interactions with peers and teachers, with some synchronous academic support

Asynchronous

Core / foundation content

Enrichment

Students complete all core / foundation content independently and asynchronously

Dimensions

Curriculum & Progress Monitoring
- School/district **adopted curriculum is adapted for remote learning** or district **adopts a new curriculum** for remote learning
- **Weekly feedback**

Academic Delivery
- **Asynchronous** instruction for K-2, supplemented by live interactions
- **Eligible funding method:** Method B, Asynchronous

Student Schedule
- **Standardized hours** for asynchronous core/ foundation subject learning
- **Synchronous** cohort morning meetings and supports

Staff Deployment
- **All teachers** run cohorts and/or small group support
- **Lead teachers** develop unit plans and guide staff development during PLC time

Family Engagement
- **Schools provide** feedback mechanisms, resources for parents, and a dedicated point of contact
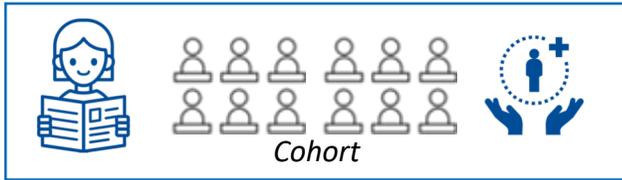- **Parent give** frequent feedback

Student experience
- Daily cohort meetings with mental health and wellness supports

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Remote Grades K-2

Student Experience

Cohort interaction and monitoring	Asynchronous learning	Synchronous instruction

- Students are **grouped into small cohorts** of 10-15 students
- These students participate in **morning meetings** and **reading circles** together, with **1 staff member** (can be lead teacher, intervention teacher, librarian, specials teachers, and/or teaching assistants)
- The cohort lead is **responsible for monitoring student progress** across subjects

- Students proceed through **asynchronous content** across all subjects

- This may be a combination of pre-recorded videos, workbooks, software solutions, etc.

- Students have multiple live touchpoints with teachers and peers daily
- Teachers offer live small group and one-on-one support daily; this is **facilitated** by a teacher dedicated to leading small groups for that **grade and content area**
  - Students can **flow in and out** of these small support groups as needed

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Remote Grades K-2

Student Schedule

Illustrative daily K-2 student schedule

Time	Student Activity
:25min	Opening morning meeting with class (pledge, calendar, songs with movement)
:05 min	Transition/stretch and movement break
:20 min	Math
:05 min	Transition/stretch and movement break
:20 min	Math activity
:15 min	Break/snack time
:30 min	Enrichment (art, music, and health on a rotation)
:05 min	Transition/stretch and movement break
:30 min	Reading/Language Arts (RLA) and Phonics
:05 min	Transition/stretch and movement break
:20 min	Social Studies
:45 min	Lunch
:30 min	Read-aloud time with class
:05 min	Transition/stretch and movement break
:25 min	Science
:10 min	Day close-out
:55 min	Small group support / 1:1 support

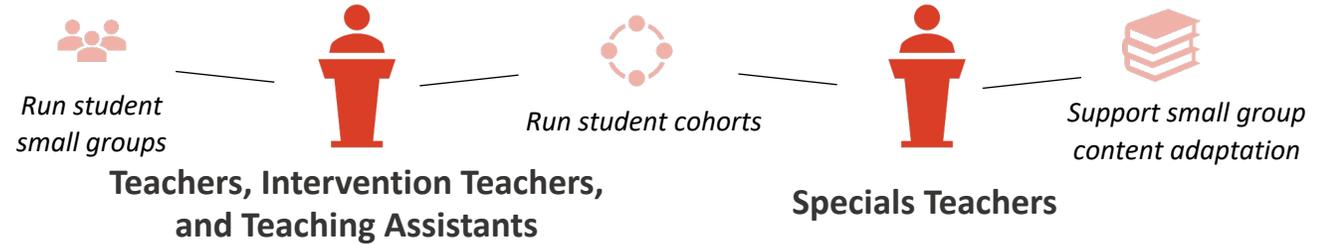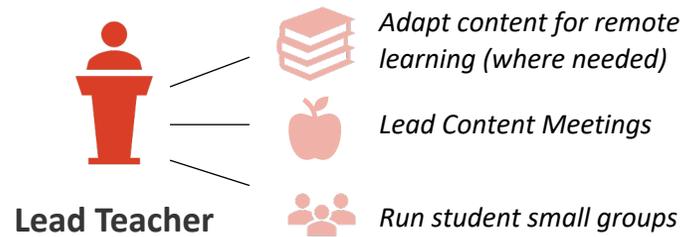Synchronous instruction   Asynchronous instruction

- Students participate in both synchronous and asynchronous instruction daily for a total of 195-255 minutes
  - Students engage in 140 minutes of asynchronous learning and 55-115 minutes of synchronous instruction daily (depending on small group / 1-on-1 support)
- While K-2 does not receive funding for synchronous learning, it is **important to foster student connection** with teachers and peers, **offer personalized support**, and **ensure students are checked on** and accounted for
  - As such, students have numerous touchpoints with peers and teachers throughout the day
- Students / parents are **provided a daily schedule** students can follow along with activities and assignments to complete
  - Students, especially younger learners, may need additional support from parents particularly during transition times phonics, math, and transition times
  - Asynchronous times are illustrative and are meant to represent the estimated amount of time a student may engage in an activity; the actual time of day spent engaging in this learning can vary and be flexible for family needs
- Students receive small group, direct instruction and support
- School builds in **10 additional days into the calendar** throughout the year to address remediation and learning loss

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Remote Grades K-2

Staff Deployment and Roles

Lead Teacher
- Adapt content for remote learning (where needed)
- Lead Content Meetings
- Run student small groups

Teachers, Intervention Teachers, and Teaching Assistants
- Run student small groups
- Run student cohorts

Specials Teachers
- Support small group content adaptation

- A limited number of teachers are **appointed as lead teachers by grade and subject matter**
- Lead teachers have the following responsibilities:
  - **Support content adaptation for a remote learning environment,** where needed, and supports for students
  - Facilitate weekly **Content Team meetings**
  - **Run small group student support** by grade and content area

- Each teacher is **assigned a cohort of 10-15 students** that participate in the morning meetings and reading circles together
- These teachers are responsible for **grading assignments and tracking the progress**, as well as **well-being**, of these students and recommending them to small group supports if needed

- **Facilitate small group supports** by grade and content area based on their department / specialization

- Where appropriate, support lead teachers in **developing remediation content**

- Participate in **Content Meetings and Professional Learning Communities (PLCs)**
- Contribute to **Shared-Student meetings** (between cohort lead and small group lead)
- Receive regular **professional development**

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Remote Grades K-2

Academic Delivery

Students primarily participate in **asynchronous instruction,** with students completing lessons and assignment weekly

Students have **dedicated live time with peers** for socialization and to foster connection

Teachers offer **synchronous 1-on-1 sessions and small group live instruction** to support students, where needed

- Asynchronous instruction **does not require all participants to be virtually present at the same time**
  - **Examples:** Self-paced online courses with intermittent teacher instruction, preassigned work with formative assessments on paper or in LMS, watching pre-recorded videos of instruction with guided support
- **Students must be engaged in asynchronous learning daily.** Engaged is assessed any of the following:
  - Progress (as defined in the approved learning plan) in the Learning Management System (LMS) made that day
    - More applicable for 2nd Grade
  - Progress (as defined in the approved learning plan) from teacher/student interactions made that day
  - Turn-in of assignment(s) that day
    - For example, anecdotal note from parents, a photo of student work, etc.

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Remote Grades K-2

Curriculum and Progress Monitoring

District adapted/adopted curriculum

Fit to local needs

Fully Customizable

Supportive educator PD

Progress monitoring
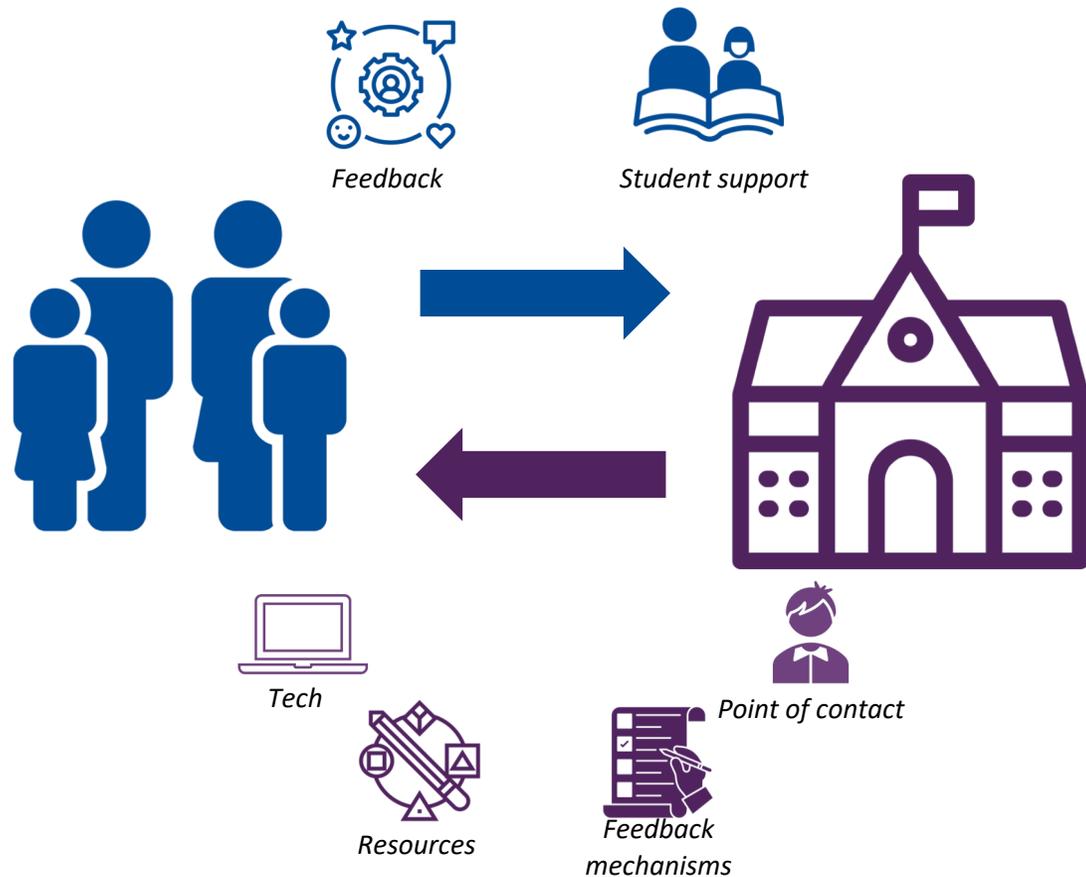
Feedback on assignments

Cohort lead reviews

Small group support lead feedback

- District adopted curriculum is **adapted for remote learning,** or districts adopt new curriculum for remote learning
- Students receive **weekly feedback on assignments**
  - Results of each are used to inform synchronous small group support
- Teachers use **available data** on student performance on assignments and student reviews **to inform and iterate on lesson plans**

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Remote Grades K-2

Feedback

Student support

Tech

Resources

Point of contact

Feedback mechanisms

There should be consistent lines of communication between schools and families

- Schools provide:
  - Dedicated point of contact for each family
  - IT/Tech support
  - Resources to parents to support at-home learning
  - Multiple methods to receive feedback (e.g., surveys, help-line, etc.)
- Families provide:
  - Feedback on learning and engagement
  - Support to their students at-home

TEA

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