

# No Time to Waste

*COVID Re-entry models that incorporate ADSY planning*



**IMPACT  
NETWORK**

# Adding days creates time to work towards three main objectives:

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Re-imagining the teaching job

*Use additional time to enable teachers to collaborate, more deeply understand competencies and have more breaks throughout the day to enable them to better engage with students*

*Now: Additional **support and training for teachers on virtual instruction** skills and time for **greater collaboration** across teachers who share students*



Deepen engagement and mastery

*Use additional time to provide additional support for students who are behind while creating greater deeper and more enriching learning opportunities for all students*

*Now: Ensure equitable **access to strong instruction** and create opportunities to **assess student learning gaps** and plan to support students in closing them*



Strengthen whole-child supports

*Use additional time to develop social emotional skills, build stronger relationships between students and their teachers and peers, and have more opportunities for free play and brain breaks*

*Now: Provide **access to SEL supports** as students process uncertainty and potential trauma from the current situation*

# More important than the annual calendar is what the different re-entry models could look like

Return to in-person school



- Focused on grade levels least conducive to learning from home, PK-2<sup>nd</sup> grade students attend school in-person every day while 3<sup>rd</sup>-5<sup>th</sup> grade students participate in distance learning

Hybrid: Some in-person instruction with physical distancing + virtual learning



- Students are in-person two days each week and virtual two days each week (e.g. in person Mon/Tues or Thurs/Fri)
- On the 5<sup>th</sup> day, highest-need students are in-person with early release, other students participate in distance learning

Continued physical distancing with 100% virtual learning



- All students participate in virtual learning

# All re-entry models share some common planning requirements

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Hybrid: Some in-person instruction with physical distancing + virtual learning



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Continued physical distancing with 100% virtual learning



For all models, we must plan to:

- Assess & address student academic and social-emotional needs
- Support and prepare teachers
- Provide technology to enable learning in all contexts
- Account for the ongoing impact of COVID-19
- Address inequities that continue to affect the experience of students with the greatest needs

# Each of the models can also leverage some shared strategies to support learning

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Re-imagine the teaching job

- **Vertical content team:** Teachers meet for 90 minutes on half days or early release days as vertical teams to analyze student work, determine student groupings, adapt curricula for student and teacher needs, and build content knowledge



Deepen and engagement and mastery

- **Learning acceleration:** All students receive small group instruction when they are in-person, and some students also have intervention in small groups on virtual days



Strengthen whole child supports

- **Daily community circle:** Community circle aims to strengthen students' sense of belonging and reinforce social-emotional competencies as students process what is going on in their lives.
- **Care team:** A care team comprised of the counselor, AP, principal and specials teachers helps students cope with grief, stress, and anxiety, and connect families to community resources as needed.
- **Shared student coordination:** Teachers and support staff at each grade band coordination to identify students who may be struggling socially or emotionally.

# For each of these models consider Adams Elementary



Grade span	PK-5
Enrollment	560
FY19-20 Budget	\$4.9M

## Staffing

Position	FTE
Principal	1.0
AP	1.0
PK-5 teachers	26.0
Enrichment teachers (Music, Art, PE)	3.0
Librarian	1.0
Counselor	1.0
Interventionist	2.0
Pre-K TAs	4.0
TAs	5.0

# What could different re-entry models look like?

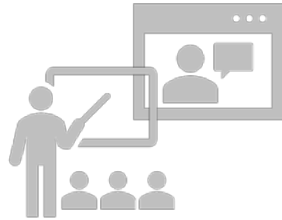
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Return to in-person school



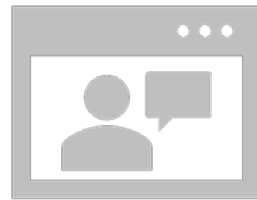
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# Pre-K-2<sup>nd</sup> grade students in-person are supported by homeroom teachers and other instructional staff, while 3<sup>rd</sup>-5<sup>th</sup> grade learn virtually supported by their homeroom teachers



## Pre-K-2<sup>nd</sup> grade

- Pre-K-2<sup>nd</sup> grade students are in person every day and spread out to occupy 3<sup>rd</sup>-5<sup>th</sup> grade classrooms
- Each pre-K-2<sup>nd</sup> grade homeroom teacher is teamed with another staff member. Students spend half of the day with their homeroom teacher, and the other half of the day with another staff member
- One 3<sup>rd</sup> grade teacher moves down to support in-person instruction in 2<sup>nd</sup> grade, creating larger group sizes in 3<sup>rd</sup> grade.

## 3<sup>rd</sup>-5<sup>th</sup> grade

- 3<sup>rd</sup>-5<sup>th</sup> grade students participate in distance learning led by their homeroom teacher

		Homeroom teachers		Other staff	
Total Students		Staffing	Group Size	Staffing	Group Size
PK	80	4 teachers	10	4 pre-K TAs	10
K	80	4 teachers	10	Interventionist, PE teacher, 2 TAs	10
1	80	4 teachers	10	Interventionist, Art teacher, 2 TAs	10
2	80	4 teachers	10	Librarian, Music teacher, TA, 3 <sup>rd</sup> grade teacher	10
3	80	3 teachers	26-27		
4	80	3 teachers	26-27		
5	80	3 teachers	26-27		



# Pre-K-2<sup>nd</sup> grade students spend half their day with their certified homeroom teacher and the other half with an interventionist, specials teacher, or TA



Time	2nd grade Schedule
8:30-9:00	Arrival/Breakfast
9:00-9:30	Community Circle
9:30-10:30	ELA
10:30-11:30	Math
11:30-12:00	Recess
12:00-12:30	Lunch
12:30-1:30	ELA small group or computer-based instruction
1:30-2:15	Math small group or computer-based instruction
2:15-3:00	Specials, science, or social studies
3:00-3:30	Dismissal
3:30-4:15	Independent planning

Certified homeroom teachers lead ELA and math instruction. Students are split into two groups. When this group of students transitions to work with other staff, homeroom teachers lead ELA and math instruction for the other group of students.

3<sup>rd</sup>-5<sup>th</sup> grade teachers and other admin cover lunch and recess so staff have a duty-free lunch

Students spend the afternoon with either a specials teachers, interventionist or TA focused on computer-based instruction, specials, science, and social studies. Highest-need students can be grouped with the interventionist who provides small group instruction.

Specials teachers, interventionist, and TA's also hold 1:1 check-ins with students as part of the Care Team.

During independent planning, teachers can coordinate with other staff who teach the same students

# 3<sup>rd</sup> – 5<sup>th</sup> grade virtual students are taught by their homeroom teacher



Time	Teacher	4th grade Student
8:30-9:00	Community circle	Community circle
9:00-9:20	ELA instruction	ELA instruction
9:20-9:50	ELA small group instruction (3 groups)	ELA small group
9:50-10:20		Break
10:20-10:50		ELA independent work
10:50-11:30	Science/social studies	Science/social studies
11:30-12:30	Lunch coverage	Lunch
12:30-1:00	Duty-free lunch	Specials
1:00-1:30	Math small group instruction (3 groups)	Math small group
1:30-2:00		Break
2:00-2:30		Math ind work/intervention
2:30-3:30	1:1 check-ins	Ind. work/ intervention
3:30-4:15	Independent planning	

ELA and Math instruction could be live whole group, a pre-recorded video, or through a computer-based program. To differentiate support, some students could engage independently (e.g. through a pre-recorded video), while other students are with a teacher.

On some days, science and social studies consists of independent activities so teachers can check-in with students and provide additional intervention

Specials teachers plan independent specials activities for 3<sup>rd</sup>-5<sup>th</sup> grade students

As part of the Care Team, teachers hold 1:1 check-ins with students who need extra support, academic or other

One day per week, students have an early release day and teachers have 90 min for a vertical content team meeting and independent planning time

# There are many ways to adapt this model to your specific district context. Consider:



**Students receiving in-person instruction:** How might you provide access to in-person instruction for other student groups that may be less able to learn from home?

- Could special education students attend school daily?
- Could 3rd-5th grade students attend school in-person for 2 days per week, perhaps using space at a middle school or other off-site location like a church?

**Space and supervision for students in grades 3-5:** Are there spaces in your building or with community partners where childcare and supervision could be provided for virtual students (perhaps by a TA or community partner), particularly children of staff and essential workers?

**Rotations:** How can you adjust the schedule to further limit the number of students each staff member is in contact with in a day? (e.g. in-person students spend one day with a teacher, and one with another staff member)

**Teacher roles:** What opportunities do you have to create differentiated teacher roles? Consider:

- Creating teacher leader/planner roles that coordinate instruction and collaboration across the team
- In grades 3-5 departmentalize to reduce teachers' planning load and build deeper content expertise

# What could different re-entry models look like?

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Return to in-person school

- Focused on grade levels least conducive to learning from home, PK-2nd grade students attend school in-person every day while 3rd-5th grade students participate in distance learning

Hybrid: Some in-person instruction with physical distancing + virtual learning



- Students are in-person two days each week and virtual two days each week (e.g. Mon/Tues or Thurs/Fri)
- On the 5<sup>th</sup> day, highest-need students are in-person with early release, other students participate in distance learning

Continued physical distancing with 100% virtual learning



- All students participate in virtual learning



# Homeroom teachers lead in-person instruction, while interventionists, TAs, and specials teachers support distance learning

- On their **in-person day**, students are in groups of 10 led by their homeroom teacher
- On their **virtual day**, students are supported by:
  - **Specials teachers**, who lead virtual specials and check-in with students as part of the Care Team
  - **Interventionists**, who lead small groups and collaborate with grade level teachers to create distance learning plans for students. The **librarian** plays this role in 4<sup>th</sup> and 5<sup>th</sup> grade.
  - **TAs**, who push-in to support students with instruction and with independent work

		In-Person Day		Virtual Day	
Total Students		Staffing	Group Size	Staffing	Group Size
PK	80	4 teachers	10	3 pre-K TAs	Up to 40
K	80	4 teachers	10	Interventionist, PE teacher, 2 TAs	Up to 40
1	80	4 teachers	10		Up to 40
2	80	4 teachers	10	Interventionist, Art teacher, 2 TAs	Up to 40
3	80	4 teachers	10		Up to 40
4	80	3 teachers	13	Librarian, Music teacher, TA	Up to 40
5	80	3 teachers	13		Up to 40

*Note: specials take place on virtual days to limit the number of adults each group of students interacts with*



# Core instruction is prioritized on in-person days

Time	Student	Teacher
8:30-9:00	Arrival/Breakfast	Arrival/Breakfast
9:00-9:30	Community circle	Community circle
9:00-11:30	ELA	ELA
11:30-12:00	Lunch (in the classroom)	Duty-free lunch
12:00-12:30	Recess	Recess
12:30-1:30	Science	Science
1:30-3:00	Math	Math
3:00-3:30	Dismissal	Dismissal
3:30-4:15		Independent planning

Adjusted arrival and dismissal procedures minimize group interaction (e.g. each grade band has a designated entrance)

All students begin the day with community circle.

On-site staff who support virtual students and other admin cover lunch in the classroom so homeroom teachers get their duty-free lunch.

Students rotate between science and social studies each quarter while ensuring sufficient time for ELA/Math.

During independent planning, teachers can coordinate with other teachers and staff who support students in their grade

# On virtual days, the interventionist, specials teacher, and TAs play different roles to support academic and other needs



Time	2 <sup>nd</sup> grade Student	Interventionist	Art teacher	TA
8:30-9:00	Community circle	Community circle	Community circle	Community circle
9:00-9:30	ELA video instruction	Small group instruction (four 30 min groups)	Art group 1	ELA video instruction
9:30-10:00	ELA small group		Student check-ins (x4)	Check-in with students and support independent work
10:00-10:30	Break		Art group 2	
10:30-11:00	ELA ind work (w/ TA)			
11:00-12:00	Lunch/play	Lunch coverage	Lunch coverage	Lunch coverage
12:00-12:30	Math video instruction	Duty-free lunch	Duty-free lunch	Math video instruction
12:30-1:00	Art	Small group instruction (four 30 min groups)	Art group 3	Duty-free lunch
1:00-1:30	Math ind work		Art group 4	Check-in with students and support independent work
1:30-2:00	Math intervention		Student check-ins (x6)	
2:00-2:30	Break			
2:30-3:00	Science/social studies	Review student work		
3:00-3:30	Closing circle	Closing circle	Closing circle	Closing circle
3:30-4:15		Independent planning	Independent planning	Independent planning

TAs push in to support students as they work independently and watch instructional videos

Interventionists work with small groups of ~10 students at a time for ~30 min each

In addition to Art instruction, the Art teacher does individual student check-ins as part of the Care Team

The student day is over at 3:30, at which point the team can connect with the 2nd grade homeroom teachers

# On the 5<sup>th</sup> day, which could be an ADSY program day, up to 50% of students attend ½ day of school for intensive small-group instruction



Time	Schedule
8:30-9:00	Arrival/Breakfast
9:00-9:30	Community circle
9:30-12:30	In-person acceleration in small groups with teachers, interventionists, and special ed or ELL teachers
12:30-1:00	Lunch distribution & dismissal
1:00-1:30	Duty-free lunch
1:30-3:00	Vertical team planning
3:00-3:30	Shared student team meeting
3:30-4:15	Independent planning

These 5<sup>th</sup> days could be ADSY program days, as long as all students still have 180 days of instruction during the calendar year.

**In-Person Learning Acceleration**

- Up to 50% of students are in-person working with homeroom teachers and interventionists in small groups
- Remaining students have of independent work and a check-in with a TA or specials teacher
- Students will cycle between in-person and virtual instruction throughout the year

**After students leave, teachers have collaborative and independent planning time:**

- Vertical team planning and shared student teams include staff who support both virtual and in-person instruction



# There are many ways to adapt this model to your specific district context. Consider:

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**5<sup>th</sup> day attendance:** Which students are most in need of the additional half day? Consider different groups (e.g. all PK-2<sup>nd</sup> grade, children of frontline workers and/or teachers, or all special ed and ELL students)

**Space and supervision for students on virtual day:** Are there spaces in your building or with community partners where students could be supervised (perhaps by a TA or community partner) on virtual days, particularly for children of staff and critical workers?

**Teacher roles:** What opportunities do you have to create different teacher roles? Consider:

- Creating teacher leader/planner roles that coordinate instruction and collaboration across the team
- Creating a virtual teacher role

# What could different re-entry models look like?

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Continued physical distancing with 100% virtual learning



- All students participate in virtual learning

# Homeroom teachers lead virtual instruction, while other staff lead small group instruction, teach specials, and hold check-ins with students



- Homeroom teachers lead core instruction
- **Interventionists and the librarian** lead small group instruction across grades
- **Specials teachers** lead virtual specials instruction across grades
- **TAs** check-in with students as part of a Care Team

		Homeroom teachers		Other staff
Total Students		Staffing	Group Size	
PK	80	4 teachers	20	2 interventionists, 3 specials teachers, librarian
K	80	4 teachers	20	3 pre-K TAs
1	80	4 teachers	20	TA
2	80	4 teachers	20	TA
3	80	4 teachers	20	TA
4	80	3 teachers	26-27	TA
5	80	3 teachers	26-27	

# Students have at least 3 hours of face-to-face time with teachers, while interventionists and TAs push in to provide additional support



Time	2 <sup>nd</sup> grade Student	Teacher	Interventionist	TA
8:30-9:00	Community circle	Community circle	Community circle	Community Circle
9:00-9:30	ELA instruction	ELA instruction	ELA instruction	ELA instruction
9:30-10:00	ELA small group	ELA small group instruction (3 groups)	2 <sup>nd</sup> grade ELA small group instruction (3 groups)	Check-in with students to support independent work
10:00-10:30	Break			
10:30-11:00	ELA independent work			
11:00-11:30	Lunch/play	Duty-free lunch	Duty-free lunch	Duty-free lunch
11:30-12:00	Science/social studies	Science/social studies	3 <sup>rd</sup> grade shared student team	Science/social studies
12:00-12:30	Math instruction	Math instruction	3 <sup>rd</sup> grade ELA instruction	Math instruction
12:30-1:00	Math ind. work	Math small group (3 groups)	3 <sup>rd</sup> grade ELA small group instruction (3 groups)	Check-in with students to support independent work
1:00-1:30	Break			
1:30-2:00	Math small group			
2:00-2:30	Specials	Shared student team	Shared student team	Shared student team
2:30-3:30	Ind. work or check-ins	1:1 check-ins	Support independent work	1:1 check-ins
3:30-4:00		Independent planning	Independent planning	Independent planning

Interventionists lead small group instruction across two grades. TAs support students with independent work.

Teachers and TAs hold 1:1 check-ins with students, prioritizing high need students.

On Fridays, students work independently after 2:30 so teachers have 90 min for vertical content teams.

# There are many ways to adapt this model to your specific district context. Consider:



**Teacher roles:** What opportunities do you have to create different teacher roles? Consider:

- Creating teacher leader/planner roles that coordinate instruction and collaboration across the team
- Departmentalizing certain grades to reduce teachers' planning load and build deeper content expertise
- Having some teachers focus on creating instructional videos and assignments while others focus on small group instruction

**Differentiate support:** Could you differentiate group sizes and total time spent with an adult so that high-needs students receive more small group instruction and 1:1 check-ins?

**Role of specials teachers:** Could specials teachers check-in with students as part of the Care Team, or support small groups of students with independent work?

# In both the in-person and hybrid models, districts will need to plan for likely COVID-19 related interruptions

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- A. To what extent will *schedules and roles vary* if you must pivot between instructional models?
- B. How will you ensure *consistent relationships* for students as you pivot between instructional models?
- C. What *additional support and planning* will teachers and staff need if they must pivot to all virtual instruction (consider both technology and curriculum)?
- D. What is the *process for coming back to school* after COVID interruptions?



Note: TEA will be providing more guidance around ADA and the number of instructional minutes

# Where to find more resources

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[ERS COVID District Response Toolkit](#)

[Play Budget Hold'em for Districts](#)

[TEA COVID-19 Support and Guidance](#)

[TNTP Resources for Schools](#)

# For more tools and information, visit [www.erstrategies.org](http://www.erstrategies.org)



## ASSESS

Strategic System Snapshot | Mini



## DISCUSS

Budget Hold'em for Districts



## DESIGN

School Designer



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