

# 20-21 Hybrid School Planning

**June 25, 2020**

# Great Uncertainty and Challenge

- In-person, hybrid, online?
- What will our families and students do?
- Our staff
- How quickly things change?
- What our mission calls us to do - more than open.

The importance of our work - as advocates for children and for the future might never be greater in our lifetimes - right now - given the disruption of learning that has and will occur.

It is going to be a very challenging year. We either embrace it and the journey to come, or, we fight it and see obstacles every step of the way.

**Let's embrace it.**

Our DSST Core, our commitment to each other, and our team are STRONG.

# Network Priorities

**SY20-21**

# Network Priorities | 20-21

*We have 3 network priorities that move forward our work both on becoming an anti-racist organization and to achieve our report card outcomes in a hybrid world.*

Hybrid Programming	Student Wellness & Equitable School Communities	Family Communication & Connection
<i>Ensure a world-class educational experience to all students regardless of the limitations of in-person instruction.</i>	<i>Ensure that every student is known, valued and cared for in order to create inclusive learning environments that produce truly equitable outcomes.</i>	<i>Ensure we have a deep understanding of the communities we serve and that we create strong, effective two-way communication with families.</i>

# Network Priorities | Priority Shifts

Previous Priority	Revised Scope
6-12 Program	Hybrid Programming <b>Network Priority</b> Student Wellness & Equitable School Communities <b>Network Priority</b>
Community Engagement	Family Connection & Engagement <b>Network Priority</b>
Home Office Impact on School Success	<b>Home Office Goal:</b> Maintained focus on home office agility, network clarity & communication <i>in support of</i> hybrid school management - led by Strategy and Senior Leadership teams
Leadership Development	<b>Home Office Goal:</b> More intensely focus on the development of a fewer number of leaders to ensure we have a bench for next year - led by Talent and Teaching & Learning teams



# DSST Hybrid School

**Vision, Goals & Metrics**

# DSST Hybrid School | Vision

*In the midst of a global pandemic, we can and we will ensure that our students achieve at the same level they would have any other year. DSST's mission drives at eliminating educational inequity and we know that during crises, inequities are made larger and more profound. DSST will partner with staff, students and families to ensure that we reinforce our core - including our north star achievement measures AND that we think flexibly and strategically about how we get there.*

## Guiding Beliefs

1. Clear measures and common data will support achievement of our goals by leveraging bright spots and the power of our network and ensuring we can quickly respond to data. Our measures should be intentionally designed to illuminate and ultimately eliminate equity gaps.
2. Equity and inclusion must be at the center of our decision-making. As we know, equity and equality are not one in the same.
3. We must leverage the power of the network and our collective thinking to come up with the best solutions in this new, likely tumultuous endeavor.

# DSST Hybrid School | Common Metrics

To achieve our northstar outcomes, we will utilize a set of clear measures and common disaggregated data to support the achievement of our goals. Our measures should be intentionally designed to illuminate and ultimately eliminate equity gaps.

## Northstar Outcomes

1. **Achievement:** Students learn and achieve at the same level as, or higher than, any other school year,
2. **Family, Student Engagement and Access:** Students and families are engaged and connected, while also minimizing any opportunity gaps.
3. **Wellness:** Students' and staff social emotional wellness is deeply cared for and prioritized.
4. **College Success:** Students achieve college success metrics (IGR/TGR) at the same level as, or higher than, any other school year
5. **Safety:** We keep our DSST community safe (students and staff)

# DSST Hybrid School | Common Metrics

- ➔ A subset of common metrics will be included in the SY20-21 Network Report Card
- ➔ Common and report card metrics will be finalized in August

*Common metric examples:*

Achievement	Family, Student Engagement & Access	Wellness	College Success	Safety
<ul style="list-style-type: none"> <li>• Fall to Spring SAT Growth (HS Only)</li> <li>• GPA (HS Only)</li> <li>• Fall to Spring iReady Growth (MS Only)</li> <li>• Fall to Spring MAP Growth (MS Only)</li> <li>• Proficiency on Common Math &amp; Lit Assessments</li> <li>• 5% or less difference in suspensions by subgroup</li> </ul>	<ul style="list-style-type: none"> <li>• 100% Students with Technology</li> <li>• 100% of enrollment target by Oct count</li> <li>• Student engagement measures (i.e. sum of synchronous (logged in during schedule time), work completion/grades and on a weekly basis.)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, student and family survey measures</li> <li>• Retain staff of color at a rate greater than our overall rate</li> <li>• 85% student re-enrollment</li> <li>• 85% staff retention</li> </ul>	<ul style="list-style-type: none"> <li>• Average IGR of colleges enrolled equals or exceeds average IGR of senior class (Report Card)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% implementation of safety protocols</li> </ul>

# DSST Hybrid School

**Schedule Scenarios**

# Guiding Beliefs and Principles

We will use our core model elements as the foundation of our guiding beliefs and principles for designing our hybrid schedule.

## 1) **Academic Preparation through STEM**

- Scheduling with students at the center - equity for all (focus on outcomes and an architecture that promotes them, especially for exceptional learners)
- Class ratios (even in remote learning settings) should more closely mirror the ~30:1 student to teacher ratio we aspire to for in person instruction
- Access to grade level content supported by schedule structures (intervention time, sufficient minutes to execute curriculum, effective IEP and ELD services)
- Synchronous Learning time should be prioritized and leveraged for collaboration, feedback, discussion, and direct instruction



# Guiding Beliefs and Principles



## 2) Values Development

- Community and culture - prioritizing the human condition and a deep commitment to mutually reinforcing social / emotional wellness, a commitment to anti-racism, and excellent academics to maximize students' postsecondary options
- Meeting the diverse needs of students while considering the support of staff



## 3) Integrated Schools

- Prioritize heterogeneous grouping



## 4) College Success

- Prioritize maximizing both students' choice *and* opportunity to choose their best fit postsecondary path

# Design Principles

Key design principles that are shown in the illustrative examples include in ***all scenarios***:

- Blocks of time in the schedule should be standardized as much as possible (or work on a **common unit of time** such as 25/50/75)
- Schedule options are preferred that allow for staff to have **common planning days or times** (off on the same day or time of day).

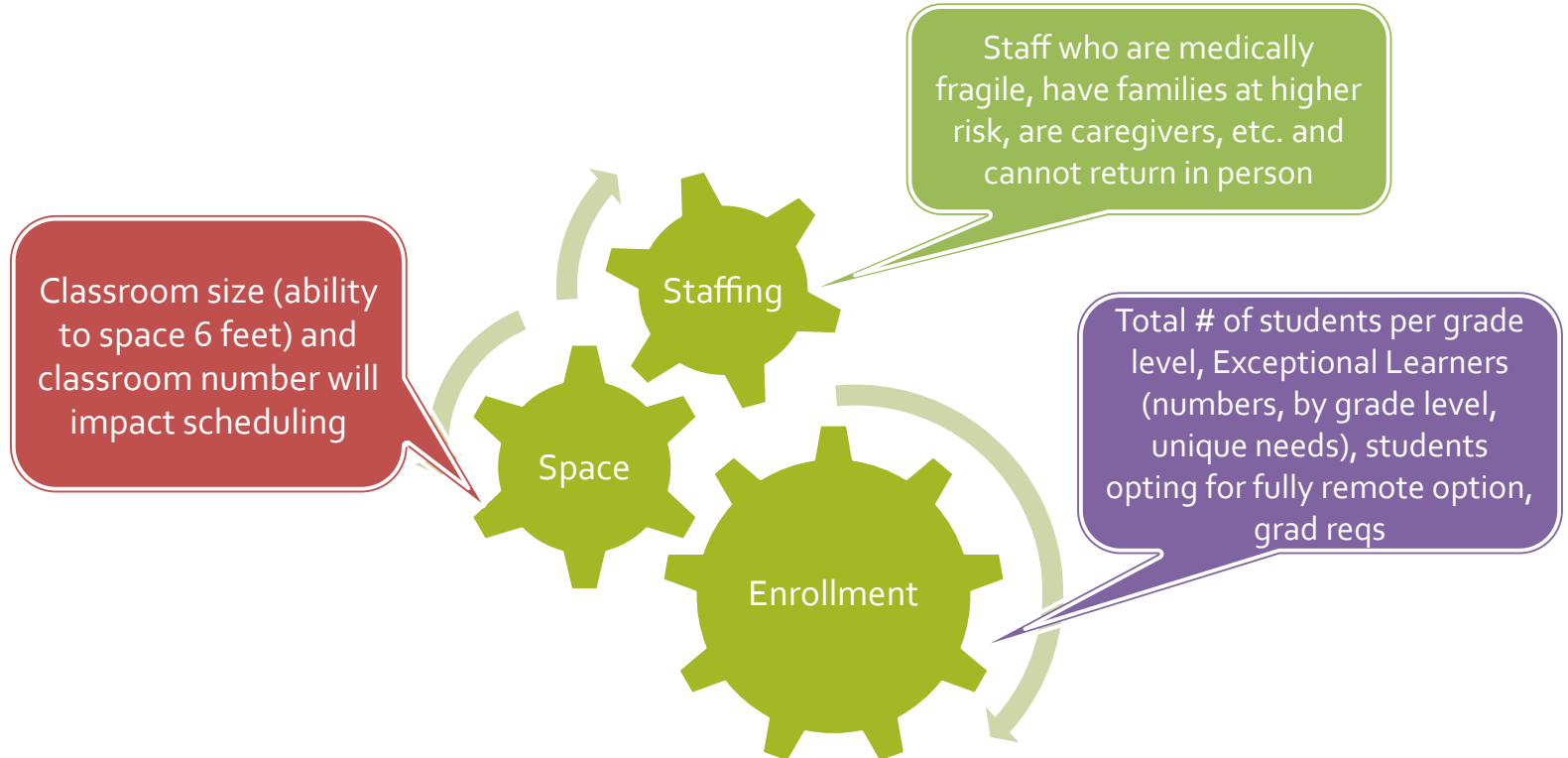


# Design Principles

Key design principles that are shown in the illustrative examples for remote or hybrid learning needs include:

- Remote and in-person schedules should **align** to accommodate curriculum needs and flexibility in staffing
- Remote classrooms are more **limited in size (about 30 students)** than E-School in order to prioritize live, synchronous teaching.
- Schedule options are preferred that include **more than one block of synchronous time with teachers** so they may teach 2 (or more) courses/preps if needed. This means not all math classes happen at the same time across a school.

# Campuses have Unique Needs / Constraints



# School Schedule Examples

- **Example 1:** Fully Remote Scenario (E-School 2.0)
- **Example 2:** Hybrid Remote/In-Person Scenario
- **Example 3:** Most Students In-Person with Some Remote

## Example 1: **Fully Remote Scenario** (E-School 2.0)

- Students take six courses in five time slots.
- Each course meets four times per week and electives swap out with one class a day.
- Wednesdays are shortened.
- Most similar to a high school six period schedule.

	M	Tu	W	Th	F
8:30- 9:00	SEL Lessons	SEL Lessons	Shorter Day	SEL Lessons	SEL Lessons
9:00-10:00	Math	Math	Math	Elective	Math
10:00-11:00	Literacy	Elective	Literacy	Literacy	Literacy
11:00-12:00	Elective	Science	Science	Science	Science
12:00-12:30	Lunch/Clubs				
12:30-1:30	Social Studies	Social Studies	Social Studies	Social Studies	Elective
1:30-2:30	Language and/or Intervention Block	Language and/or Intervention Block	Shorter Day	Language and/or Intervention Block	Language and/or Intervention Block
2:30-3:30	Homework Support and/or pre-work for flipped classroom lessons	Homework Support and/or pre-work for flipped classroom lessons		Homework Support and/or pre-work for flipped classroom lessons	Homework Support and/or pre-work for flipped classroom lessons

## Example 2: Hybrid Remote/In-Person Scenario

### In-Person Student View

- Teaching staff has some students in person and then remote teaches the other group of students the same lesson. 2-3 teachers per content deliver both in-person and remote instruction each day.
- Teacher Movement, no Student Movement (students divided into groups A and B groups and restricted class sizes)

	A 1 (15 students)	A 2 (15 students)	A 3 (15 students)	A 4 (15 students)	A 5 (15 students)
60	Health/Safety Check/Advisory	Health/Safety Check/Advisory	Health/Safety Check/Advisory	Health/Safety Check/Advisory	Health/Safety Check/Advisory
75	Lit T A	Lit T B	Lit T C	Math T A	Math T B
75	Math T A	Math T B	Math T C	Lit T A	Lit T B
50	Science T A	Electives T A	Social Studies T A	Science T B	Electives T B
50	Social Studies T A	Science T A	Electives T A	Social Studies T B	Science T B
50	Electives T A	Social Studies T A	Science T A	Electives T A	Social Studies T B

## Example 2: Hybrid Remote/In-Person Scenario

### Remote Student View

- Teaching staff has some students in person and then remote teaches the other group of students the same lesson. 2-3 teachers per content deliver both in-person and remote instruction each day.

	B 1 (15 students)	B 2 (15 students)		B 3 (15 students)	B 4 (15 students)	B 5 (15 students)
60	Advisory	Advisory	60	Advisory	Advisory	Advisory
75	Math T C		50	Science T A		
75	Lit T C		50	Social Studies T A		
50	Social Studies T B		50	Electives T B		
50	Electives Teacher B		75	Math Teacher A		
50	Science Teacher B		75	Literacy Teacher A		

## Example 3: **Most Students In-Person with Some Remote**

- Most students (Group A) are in-person and stay in those groups. Students have five classes a day, with a sixth period for intervention, services, or additional electives opportunity. Classes are either 75 minutes or 50 minutes. Teachers either teach 3 blocks of 75 min each or 4 blocks of 50 minutes each.
- In the event that HS students cannot move and we organize in heterogeneous groups, we'd consider doing some classes (like Math/Spanish) mostly remote (i.e. everyone logs on to their math class at the same time) with strategic teacher rotations and support on "flexible" day. This can also provide cross campus collaboration opportunities.

# Example 3: Most Students In-Person with Some Remote

	STUDENT SCHEDULE (example for 6th grade- each letter corresponds to a teacher)									
	A1	A2	A3	A4	A5	B1				
8:00-9:00	Advisory / Culture	Advisory / Culture	Advisory / Culture	Advisory / Culture	Advisory / Culture	Advisory				
9:00-9:25	Integrated Literacy A	Math A	Science A	Integrated Literacy B	Math B	Science B				
9:25-9:50			Special Services / Independent Learning Block			Social Studies A Special Services / Independent Learning Block				
9:50-10:15			Math A				Integrated Literacy A	Social Studies A	Math B	Integrated Literacy B
10:15-10:40										
10:40-11:05										
11:05-11:30										
11:35 - 12:35										
12:35-1:00	Science A	Social Studies A Special Services / Independent Learning Block	Math A	Science B	Special Services / Independent Learning Block	Math B				
1:00 - 1:25	Social Studies A Special Services / Independent Learning Block		Integrated Literacy A	Social Studies B Special Services / Independent Learning Block	Science A	Integrated Literacy B				
1:25-1:50										
1:50-2:15										
2:15-2:40										
2:40-3:05										



# DSST Hybrid School

**Next Steps**

This moment requires us to do more than just open, but to operate world class schools this year, where we close the equity gaps, become more inclusive and achieve our graduate profile in greater ways than ever.

## What is Required: Agile Leadership

Agile leadership is a **MINDSET** that hinges on reflecting, refocusing and responding to align actions to outcomes, regardless of circumstance.

# Next Steps

**June 19 - June 26**

Finalize Budget

Refine Program Design: *Curriculum & Assessment; Schedule Scenarios*

**July 1 - July 17**

DSST Annual Closure

Student/Parent Need Surveys

**July 20 - July 28**

Receive New Health Guidance

Refine Program Design: *Schedule Finalization*

Assess Staff Support Needs & Develop Staff Training

School Leader & Admin Training

**July 19 - August 18**

Network Report Card Finalized

Teacher Training

Health & Safety Preparedness

**August 19**

1st Day of School

# Staying Focused on Generational Change



*“Thank You Finally! I wanted to reach out today to let you know that DSST has kept all the promises made to my family in 2004. From the moment I applied, my family was promised a high quality education and more opportunities than we had heard of.”*

Fabian Dominquez graduated CVHS - going to Colorado School of Mines to study Engineering

Denisse Dominquez graduated MTV in 2012, CU Boulder with a BS in Ecology, Evolutionary Biology & Speech Language/Hearing Sciences. She works at Denver Museum of Science now.

Ariana Dominquez - MTV 2009, Boulder 2013