

## SAMPLE PLAN

## Instructional Model SHORT DAY

## Grade Span

Digital

Print

Hybrid

K-5

6-12

### OVERVIEW

#### Teachers (4-hour work day):

- 75-90 minutes of live interaction with students daily, including:
  - Lead daily 15-30-minute advisory meeting (wellness check-in and homeroom)
  - Lead 1-2 subject-based discussion groups 30-minute that students either sign up for or are assigned to
- 60 minutes of virtual office hours and phone check-ins for priority students
- 90-120 of time used for planning
  - Create or curate 15-30-minute video lessons or online learning modules for students to complete independently
    - Teachers can record their own or team up with other teachers to deliver the same instructional module
    - Lessons can be recorded with phone or via video platform (e.g., Zoom) and posted to online classroom
  - Reviewing student work and providing feedback
  - Curating, preparing and posting/sending future assignments

#### Students who are online:

- Up to 60 minutes (middle school) or up to 90 minutes (high school) of live interaction with teachers daily (e.g., Socratic seminars for humanities classes, math workshops, collaborative learning time), including:
  - Middle school:
    - One 30-minute session of live academic instruction daily
    - Daily 30-minute advisory period (wellness check-in and homeroom)
  - High school:
    - One or two 30-minute sessions of live academic instruction daily
- Up to 120 minutes (middle school) or up to 180 minutes (high school) of asynchronous, recorded lessons and online assignments daily, including:
  - Middle school:
    - Four 30-minute sessions of recorded academic instruction daily
  - High school:
    - Six 30-minute sessions of recorded academic instruction daily
- Additional work
  - At least 30 minutes of reading daily
  - At least 30 minutes of movement and exercise daily
  - Ability to reach teacher virtually during office hours
  - Additional Learning Block time to be used for:
    - Intervention support provided by aide or specialist based on individual need
    - Independent work study groups, electives, and clubs, depending on school schedules and individual student course load—see weekly schedule for example

#### Students who are only available via phone:

- Up to 60 minutes (middle school) or up to 90 minutes (high school) of live interaction with teachers daily, including:
  - Daily morning wellness check-in via video call or via text message photos of students' daily journal reflections
  - 30-60 minute class via conference line
  - 30-minute small group or one-on-one phone call with teacher twice weekly
- Up to 120 minutes (middle school) or up to 180 minutes (high school) of asynchronous textbook- or packet-based work, to be mailed, dropped off, or submitted as a photo via text message:

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- Middle school:
  - Four 30-minute sessions of asynchronous work daily
- High school
  - Six 30-minute sessions of asynchronous work daily
- Additional work
  - At least 30 minutes of reading daily
  - At least 30 minutes of movement and exercise daily
  - Ability to reach teacher via phone during office hours as needed (at least twice weekly)
  - Additional Learning Block time to be used for:
    - Additional intervention support provided by aide or specialist based on individual need
    - Independent work study groups, electives, and clubs, depending on school schedules and individual student course load—see weekly schedule for example

## SAMPLE SCHEDULES

### Teacher Daily Schedule

<b>8:00-8:45</b>	Prep for morning meeting, log into technology, post videos and content for the day, check urgent communication
<b>8:45-9:00</b>	Lead advisory: provide social connection, wellness check, and daily routines
<b>9:00 - 10:00</b>	Prep period and office hours <ul style="list-style-type: none"><li>● Review student work and give feedback</li><li>● Prepare for tomorrow's lessons</li><li>● Make 1:1 calls to priority students and families</li></ul> Check student progress on assignments
<b>10:00 - 10:30</b>	Learning Block: lead Small Group 1
<b>10:30 - 11:00</b>	Learning Block: lead Small Group 2
<b>11:00 - 12:00</b>	Prep period and office hours <ul style="list-style-type: none"><li>● Review student work and give feedback</li><li>● Prepare for tomorrow's lessons</li><li>● Make 1:1 calls to priority students and families</li></ul> Check student progress on assignments  <b>*Learning block and prep periods should alternate between teachers to provide students with more synchronous learning opportunities*</b>
<b>12:00</b>	Lunch (school day done)

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### Student Daily Schedule

<b>8:00 - 8:45</b>	Prepare your learning space, eat, stretch, log on to learning platform to prepare for the day
<b>8:45 - 9:00</b>	Advisory check-in via video call, phone conference, or text message photos of student's daily journal reflection
<b>9:00 - 10:00</b>	Complete independent work <ul style="list-style-type: none"><li>• Complete assignments for classes</li><li>• Read</li><li>• Optional 1:1 phone call with teacher</li></ul>
<b>10:00 - 11:00</b>	Learning Block (alternating core course) <ul style="list-style-type: none"><li>• Attend two 30-minute small group lesson with teacher via video or phone conference</li></ul>
<b>11:00 - 12:00</b>	Learning Block (alternating core course) <ul style="list-style-type: none"><li>• Attend two 30-minute small group lesson with teacher via video or phone conference</li></ul>
<b>12:00 - 1:00</b>	Learning Block: (alternating core course) <ul style="list-style-type: none"><li>• Complete independent work: spend 60 minutes watching video lessons or completing work packet</li></ul>
<b>1:00 - 2:00</b>	Break: lunch and movement
<b>2:00 - Afternoon</b>	Creative time: complete independent work or project-based work with peers; do end-of-day check-outs/reflections; club time; read; intervention support; prepare for tomorrow

### Sample Student Week at a Glance Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:45-9:00</b>	Advisory / community meeting	Advisory / community meeting	Advisory / community meeting	Advisory / community meeting	Advisory / community meeting
<b>9:00-10:00</b>	Ind. work	Ind. work	1:1 with teacher	Ind. work	Ind. work
<b>10:00-10:30</b>	ELA small group	Elective A small group	History small group	Science small group	Math small group
<b>10:30-11:00</b>	Math small group	ELA small group	Elective B small group	History small group	Science small group
<b>11:00-11:30</b>	Science small group	Math small group	ELA small group	Elective A small group	History small group

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11:30-12:00	History small group	Science small group	Math small group	ELA B small group	Elective B small group
12:00-12:30	ELA lecture/video	Science video/lecture	Elective A video/lecture	Math video/lecture	History video/lecture
12:30-1:00	Math video/lecture	History video/lecture	ELA video/lecture	Science video/lecture	Elective B video/lecture
1:00-2:00	Lunch/movement	Lunch/movement	Lunch/movement	Lunch/movement	Lunch/movement
2:00-afternoon	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read	Creative time; complete independent work; read

### Notes:

Green = Live “synchronous” work

Blue = Independent “asynchronous” work

Grey = Breaks, lunch, movement, independent time

Additional intervention support can be provided during independent study blocks or in the afternoon

### ALSO READ:

- [Priority Checklist: Key Components of a Distance Learning School Day](#)
- Instruction Partners Resource Hub:
  - [Instructional Management, Structures, and Routines](#), including 6-12 Content-Specific Guidance aligned to the Digital Model

### WEEK-BY-WEEK GOALS:

	Before Week 1	Week 1	Goal by Week 3 and beyond
<b>District will:</b>	<ul style="list-style-type: none"> <li>• Provide all families with health and connectivity information (sample letter)</li> <li>• Survey families about connectivity needs</li> <li>• Assess teachers’ tech experience and comfort levels</li> <li>• Design distance learning plan including high-level expectations for teachers, involving EL specialists in the plan design</li> <li>• Provide sample schedules to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Develop hybrid learning expectations for students and families, if they do not yet exist</li> <li>• Troubleshoot common technical hurdles</li> <li>• Collect resources in central location and coordinate resources across school sites</li> </ul>	<ul style="list-style-type: none"> <li>• Survey families about what is working</li> <li>• Adapt PD offerings based on teacher needs</li> </ul>

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	<ul style="list-style-type: none"> <li>Plan and provide PD options for staff</li> <li>Develop special education plans and provide necessary training</li> <li></li> </ul>		
<b>School will:</b>	<ul style="list-style-type: none"> <li>Determine technology tools that will support instructional strategy</li> <li>Work with instructional team, including EL coordinators, to set schedule</li> <li>Provide families and students with detailed plan and expectations for distance learning</li> <li>Organize teaching teams for planning &amp; coordination</li> <li>Coordinate intervention supports for EL and SPED students</li> <li>Determine format for student advisory</li> </ul>	<ul style="list-style-type: none"> <li>Check in with teachers</li> <li>Survey students about what is working</li> <li>Troubleshoot any issues with instructional delivery, capacity, and unmet student needs</li> <li>Check in with families and see what they need; fill in tech access gaps</li> <li>Compile list of students who have been unresponsive for prioritized outreach</li> </ul>	<ul style="list-style-type: none"> <li>Support school culture, offer enrichment opportunities</li> <li>Continue to periodically survey students about what is working, unmet academic and SEL needs</li> <li>Adapt family communication as needed based on feedback, exploring channels like WhatsApp and Facebook</li> <li>Leverage mental health staff for child welfare checks</li> </ul>
<b>Teachers will:</b>	<ul style="list-style-type: none"> <li>Reach out to students and families to explain the plan and provide instructions for tech access</li> <li>Answer questions from families via voice message or video message; ensure every student has heard a teacher's voice or seen their face (via voicemail, video recording, Facebook Live, YouTube video, video chat, or voice memo)</li> </ul>	<ul style="list-style-type: none"> <li>Launch live sessions with students</li> <li>Connect with every student via live classes or small group</li> <li>Facilitate discussion and engagement with students</li> <li>Assign work that is focused on review of past material</li> <li>Provide feedback on student work</li> <li>Build strong culture advisory (e.g., through peer mentorship and relationship-building activities)</li> <li>Build a plan to track and record student completion and mastery using either a paper gradebook, an electronic gradebook, or a student information system</li> </ul>	<ul style="list-style-type: none"> <li>Begin to introduce new content through lessons and assignments</li> <li>Connect 1:1 with every student</li> <li>Identify and refer students in crisis to school leadership</li> <li>Use data on completion and mastery to adapt practice work to both students' learning levels and grade levels</li> </ul>
<b>Students and Parents will:</b>	<ul style="list-style-type: none"> <li>Set up a learning space that is free of distractions</li> <li>Inform school of any difficulties accessing technology</li> </ul>	<ul style="list-style-type: none"> <li>Know and be able to articulate the tech-enabled and other tools they will use to connect with their</li> </ul>	<ul style="list-style-type: none"> <li>Submit assignments for teacher feedback</li> <li>Engage in productive and on-task discussion in online classes</li> </ul>

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		<p>teachers and submit their work</p> <ul style="list-style-type: none"><li>• Begin daily interactions (serving both social and academic purposes) with peers online</li><li>• Complete daily independent work</li><li>• Read and move daily for at least 30 minutes each</li></ul>	<ul style="list-style-type: none"><li>• Practice new skills independently and in small groups using various modalities (learning app, manipulatives, making videos, etc.)</li><li>• Have daily contact with at least one adult from school</li><li>• Learn new content independently, with teacher in large group, in small group, through curated content online, and through discovery</li><li>• Set academic and community-building goals for distance learning period; latter could include mentoring or reading to younger learner, being a phone check-in buddy for students without tech</li></ul>
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