SAMPLE PLAN	Instructional Model			Grade Span	
	Digital	Print	Mixed	**K-5**	6-12

OVERVIEW

Teachers:

- 120 minutes of live interaction with students daily, including:
  - Lead daily morning meeting
  - Lead one 30-minute mini-lesson, alternating between ELA and Math; lessons should leverage science and history content as much as possible for grade level
  - Facilitate two 30-minute small group work sessions per day (5 students per group)
- During discussion groups, emphasize informal conversation, authentic connections with jokes and stories, active listening, and opportunities for sharing
- Virtual office hours and phone check-ins for priority students
- Remainder of time used for planning, reviewing student work, providing feedback, and preparing assignments

Students:

- 60-90 minutes of live interaction with teachers daily, including:
  - Daily morning meeting for wellness check-in and overview of the day
  - Daily 30-minute lesson, alternating between ELA and Math
  - Twice-weekly 30-minute small group sessions
- 60-90 minutes of independent work daily, including:
  - 30 minutes of reading daily
  - 30-60 minutes of independent work daily, submitting assignments online
- At least 30 minutes of movement and exercise daily
- Ability to reach teacher virtually during office hours
- Additional intervention support provided by aide or specialist based on individual need

SAMPLE SCHEDULES

Teacher Daily Schedule

8:00 - 8:30	Prep for morning meetings, log into technology, check urgent communication, ensure that all students are online
8:30 - 9:00	Lead morning meetings via video ● - Provide social connection ● - Provide an overview of the day and what to expect
9:00 - 10:00	Prep and follow up: check in with students as needed or refer out to other team members
10:00 - 10:30	Lead ELA/Math instruction for students virtually
10:30 - 11:30	Lead small groups (two groups for 30 min. each)
11:30 - 12:30	Lunch
12:30 - 1:30	Virtual office hours
1:30 - 4:00	Prep period ● Review student work and give feedback ● Prepare for tomorrow's lesson

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- Make 1:1 calls to priority students and families
- Check student progress on assignments (from online software or as assigned)

Student Daily Schedule

8:00 - 8:30	Prepare your learning space, eat, stretch, and get ready
8:30 - 9:00	Morning check-in with your teachers and peers
9:00 - 10:00	Complete independent work *or* read for at least 30 minutes *or* get some exercise
10:00 - 10:30	Attend ELA or Math class virtually
10:30 - 11:00	Attend a small group *or* get some exercise
11:00 - 11:30	Complete independent work *or* attend a small group *or* get some exercise
11:30 - 12:00	Lunch
12:00 - 12:30	Get some exercise
12:30 - 1:30	Join teacher's office hours as needed *or* complete independent work
1:30 - afternoon	Complete independent work, help with chores, play, get some exercise

Sample Student Week at a Glance Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9am	Morning mtg.	Morning mtg.	Morning mtg.	Morning mtg.	Morning mtg.
9-9:30am	Ind. work	Ind. work	Ind. work	Ind. work	Ind. work
9:30-10am	Reading	Reading	Reading	Reading	Reading
10-10:30am	ELA class	Math class	ELA class	Math class	ELA class
10:30-11am	Break	Break	Break	Small group	Break
11-11:30am	Small group	Ind. work	Ind. work	Break	Ind. work
11:30-12pm	Lunch	Lunch	Lunch	Lunch	Lunch
12-12:30pm	Movement	Movement	Movement	Movement	Movement
12:30pm - afternoon	Ind. work, chores, play, etc	1:1 check-in	Ind. work, chores, play, etc.	Ind. work, chores, play, etc.	Ind. work, chores, play,

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					etc.

Notes:
Green = Live "synchronous" work
Blue = Independent work
Grey = Breaks, lunch, movement, choice time, play
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 K-5 Content-Specific Guidance for the Digital Model

WEEK-BY-WEEK GOALS:

	Before Week 1	Week 1	Goal by Week 3 and beyond
District will:	• Provide all families with health and connectivity information (see sample letter) • Survey families about connectivity needs • Assess teachers' tech experience and comfort levels • Design distance learning plan including high-level expectations for teachers, involving EL specialists in the plan design • Provide sample schedules to schools • Plan and provide PD options for staff • Develop special education plans and provide necessary training	• Develop online expectations for students and parents, if they do not yet exist • Troubleshoot common technical hurdles • Collect resources in central location and coordinate resources across school sites	• Survey families about what is working • Adapt PD offerings based on teacher needs
School will:	• Determine technology tools that will support instructional strategy • Work with instructional team, including EL coordinators, to set schedule • Provide families with detailed plan and	• Check in with teachers • Troubleshoot any issues with instructional delivery, capacity, or unmet student needs • Check in with families and see what they need; fill in tech access gaps • Compile list of students that have been	• Support school culture, offer enrichment opportunities beyond the school day (e.g., bedtime stories), organize social groups or lunch groups • Continue to periodically survey students and families about what is working, unmet academic and SEL needs

	expectations for distance learning • Organize grade-level teams for planning and coordination • Coordinate intervention supports for EL and SPED students	unresponsive for prioritized outreach	• Adapt family communication as needed based on feedback, exploring channels like WhatsApp and Facebook • Leverage mental health staff for child welfare checks
Teacher will:	• Reach out to families to explain the plan and provide instructions for tech access • Answer questions from families via voice message or video message; ensure every child has heard their teacher's voice or seen their face (via voicemail, video recording, Facebook Live, YouTube video, video chat, or voice memo)	• Launch live sessions with students • Connect with every student via live classes or small group • Facilitate discussion and engagement with students • Assign work that is focused on review of past material • Provide feedback on student work	• Begin to introduce new content through lessons and assignments • Explore new approaches, including place-based science • Connect 1:1 with each student • Begin using props and offer fun ways to bring school spirit online (PJ days, college sweater days, spoken-word nights, etc.) • Identify and refer children and families in crisis to school leadership • Use data on completion and mastery to adapt practice work to both students' learning levels and grade levels
Students and Families will:	• Set up a learning space that is free of distractions • Inform school of any difficulties accessing technology	• Know and be able to articulate the tech-enabled and other tools they will use to connect with their teacher and submit their work • Begin daily interactions (serving both social and academic purposes) with peers online • Complete daily independent work • Read and move daily for at least 30 minutes each	• Submit assignments for teacher feedback electronically • Engage in productive and on-task discussion in online classes • Practice new skills independently and in small groups using various modalities (learning app, manipulatives, making videos, etc.) • Have daily contact with at least one adult from school • Learn new content independently, with teacher in large group, in small group, through curated content online, and through discovery