

# SAMPLE PLAN

## Instructional Model

Digital      Print      Mixed

## Grade Span

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

---

<b>8:00 - 8:30</b>	Prep for morning meetings, log into technology, check urgent communication, ensure that all students are online
<b>8:30 - 9:00</b>	Lead morning meetings via video <ul style="list-style-type: none"><li>• - Provide social connection</li><li>• - Provide an overview of the day and what to expect</li></ul>
<b>9:00 - 10:00</b>	Prep and follow up: check in with students as needed or refer out to other team members
<b>10:00 - 10:30</b>	Lead ELA/Math instruction for students virtually
<b>10:30 - 11:30</b>	Lead small groups (two groups for 30 min. each)
<b>11:30 - 12:30</b>	Lunch
<b>12:30 - 1:30</b>	Virtual office hours
<b>1:30 - 4:00</b>	Prep period <ul style="list-style-type: none"><li>• Review student work and give feedback</li><li>• Prepare for tomorrow's lesson</li></ul>

---

# SAMPLE PLAN

## Instructional Model

Digital      Print      Mixed

## Grade Span

K-5      6-12

- 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 <i>or</i> read for at least 30 minutes <i>or</i> get some exercise
10:00 - 10:30	Attend ELA or Math class virtually
10:30 - 11:00	Attend a small group <i>or</i> get some exercise
11:00 - 11:30	Complete independent work <i>or</i> attend a small group <i>or</i> 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 <i>or</i> 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,

# SAMPLE PLAN

## Instructional Model

Digital      Print      Mixed

## Grade Span

K-5      6-12

					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
<b>District will:</b>	<ul style="list-style-type: none"> <li>● Provide all families with health and connectivity information (see 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> <li>● Plan and provide PD options for staff</li> <li>● Develop special education plans and provide necessary training</li> </ul>	<ul style="list-style-type: none"> <li>● Develop online expectations for students and parents, 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>
<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 with detailed plan and</li> </ul>	<ul style="list-style-type: none"> <li>● Check in with teachers</li> <li>● Troubleshoot any issues with instructional delivery, capacity, or 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 that have been</li> </ul>	<ul style="list-style-type: none"> <li>● Support school culture, offer enrichment opportunities beyond the school day (e.g., bedtime stories), organize social groups or lunch groups</li> <li>● Continue to periodically survey students and families about what is working, unmet academic and SEL needs</li> </ul>

# SAMPLE PLAN

## Instructional Model

Digital      Print      Mixed

## Grade Span

K-5      6-12

	<p>expectations for distance learning</p> <ul style="list-style-type: none"> <li>Organize grade-level teams for planning and coordination</li> <li>Coordinate intervention supports for EL and SPED students</li> </ul>	<p>unresponsive for prioritized outreach</p>	<ul style="list-style-type: none"> <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>
<p><b>Teacher will:</b></p>	<ul style="list-style-type: none"> <li>Reach out to 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 child has heard their 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> </ul>	<ul style="list-style-type: none"> <li>Begin to introduce new content through lessons and assignments</li> <li>Explore new approaches, including place-based science</li> <li>Connect 1:1 with each student</li> <li>Begin using props and offer fun ways to bring school spirit online (PJ days, college sweater days, spoken-word nights, etc.)</li> <li>Identify and refer children and families 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>
<p><b>Students and Families will:</b></p>	<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 teacher and submit their work</li> <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>Submit assignments for teacher feedback electronically</li> <li>Engage in productive and on-task discussion in online classes</li> <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> </ul>