



Spring 2020 Remote Learning Planning Normandy Schools Collaborative & The School District of University City

March - April 2020

Introduction to this document

Context

- In Spring 2020, St. Louis-area schools rapidly transitioned to remote learning due to COVID-19. Throughout March & April 2020, leaders from **Normandy Schools Collaborative & The School District of University City - with support of The Opportunity Trust - collaborated to plan robust remote learning strategies** based on early lessons learned and best practices.
- **Bellwether Education Partners, a national nonprofit that advises school districts & other education organizations, facilitated this collaboration.** The materials that follow include templates & research from the Bellwether team that were then adapted and improved upon by Normandy and U City. To see the final plan Normandy developed through this process, please see the resource [here](#).
- From the beginning of their collaboration, **Normandy and U City leaders sought to share their process and plans with others so as to contribute to other leaders' efforts amid these challenging times.**

Purpose

The materials in this document are designed to:

- Recommend an **overall process** to plan for, document, and implement a comprehensive remote learning strategy in the event of school closures
- Provide templates & research to inform **detailed remote literacy/ math approaches**

Audience

- The primary audience for this document is **school/ district leadership teams** charged with planning for remote learning
- **Educators, parents, and students** are secondary audiences for this document, as these slides can be used to communicate the plan to relevant stakeholders

Throughout this doc, look for these boxes for advice on how to use these materials for your purposes!

Key insights and lessons learned

In addition to the more detailed research and insights enclosed, the collaboration between Normandy, U City, Opportunity Trust, and Bellwether teams yielded several overarching lessons:

Establish a nimble team with the right people at the table

Normandy and U City leaders thoughtfully prioritized the **5-7 cross-functional leaders** who would be most instrumental in **making decisions** and **rapidly enacting** the strategy **across the districts** (vs. in pockets).

Prioritize and focus

Recognizing the many challenges that educators, students, and families face at these unprecedented times, Normandy and U City leaders **focused on health/safety essentials, critical enablers (e.g., tech access), and the highest leverage educational experiences (i.e., math and literacy fundamentals)**.

Balance change and coherence

Change can be overwhelming, so Normandy and U City leaders **built off of existing assets** (e.g., curriculum, tech tools) wherever possible and made **changes to schedules/ materials in a subset of strategic areas**.

Inspect what you expect

A strong plan is not enough, so Normandy and U City leaders recognized the need to **establish systems to collect, analyze, and act on data** to monitor if plans are implemented with fidelity, to celebrate bright spots, and to ensure no educator/ student falls through the cracks.

Communicate, communicate, communicate

Especially in these trying times, regular communication with deep attention to tone and format is essential. Good communication not only **establishes clear expectations with strong rationale**, but it also **fosters human connection**.

This document is organized according the process undertaken by the Normandy and U. City teams

Process Step	Page
1. Establish your <u>team and process</u> for remote learning planning & management	5
2. Anchor on a <u>framework for remote learning</u>	9
3. Build the <u>details</u> , based on lessons learned & best practice; e.g.,	
a. Remote learning <u>vision</u>	11
b. Overall <u>schedule</u>	13
c. <u>Literacy</u> schedule & materials	19
d. <u>Math</u> schedule & materials	29
4. Develop concrete <u>implementation and communication plans</u>	38

- 1. Establish your team and process for remote learning planning & management**

Planning for remote learning requires the **right people at the table**

For their remote learning teams (which focused on *instruction*), Normandy and U. City involved key decision-makers, leaders of critical functions, and those with systems-level view;
Consider who from your district it would be most critical to involve.

District A Remote Learning Team

- Superintendent of Schools
- Assistant Superintendent-Academics & Support Services
- Director, Curriculum & Instruction
- Director of Special Programs
- Educational Technology Coordinator

District B Remote Learning Team

- Superintendent
- Assistant Superintendent, Curriculum and Instruction
- Director, Curriculum and Instruction
- Coordinator, Math/Science
- Coordinator, Data, Assessments, and Intervention Supports
- Coordinator, Federal Programs

A high-level timeline is important for defining **major phases and milestones**

Normandy and U City defined four key phases; they focused on the launch of “Phase 2.” Consider the major phases and important milestones in your planning process, and make sure the team is aware of this schedule.

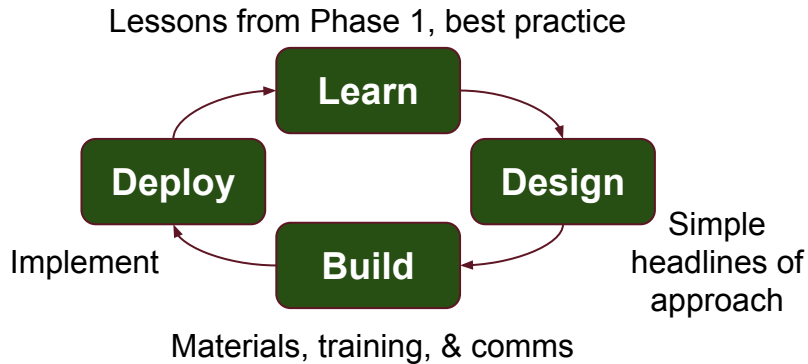
Month 1			Month 2				Month 3	
Wk 2	Wk 3	Wk 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 1	Wk 2
Phase 0: Stand-up	Phase 1: Basic Remote	Phase 2: Robust Remote				Phase 3: Ongoing Planning		
Focus: Health and safety + Lay foundation <ul style="list-style-type: none"> • Distribute good • Assess/ meet tech needs • Establish & train on basic tech • Create initial schedule and materials (virtual, paper) 	Focus: Acclimate to remote + Continue the learning <ul style="list-style-type: none"> • Deploy initial schedule & materials; prioritize structure, routine, & remediation/ enrichment • Rapidly learn and plan for Ph2 - more robust learning 	Focus: Enhance the learning <ul style="list-style-type: none"> • Refresh approach to program, ops, human capital given lessons learned in Ph1 & orientation to new content/ deeper learning 				Focus: Step back and look forward <ul style="list-style-type: none"> • Assess need to extend Ph2 and/or scenario plan if length of school closure is still uncertain • Take stock of progress and identify implications for summer/ SY20-21 • Step back to identify & codify lessons learned that should inform ongoing approaches to program ops, & human capital 		
Throughout: Connect with students, families, and staff for our tactical and human needs								

New systems or ways of working may be needed as you quickly plan and implement

Consider the new systems and ways of working Normandy and U City developed below, and adapt/ adopt/ define your own.

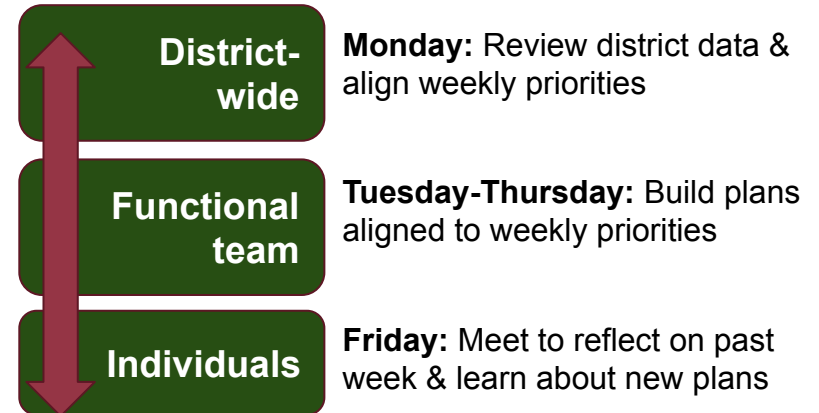
Rapidly Develop

We will do a series of design sprints:



Continuously Improve

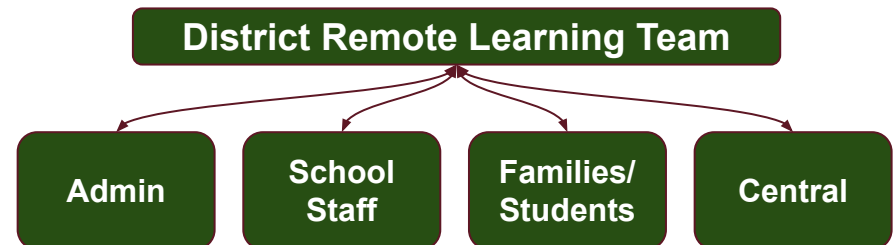
We will reflect and change along the way:



Stagger Implementation: We will phase in changes so they're manageable:



Work Together: We will establish 2-way communication



2. Anchor on a framework for remote learning

A remote learning strategy should cover each part of this comprehensive framework

To develop a robust remote learning plan, define a clear approach for each element below.

Remote Learning Vision

What do our core values imply for our approach to remote learning?

What are best practice principles for remote learning?

Remote Learning Approach/ Plan

Program

Schedule: By grade (band), across core subjects, individual vs. group

Core Materials: Curriculum, Assessments

Special Materials: Approach for AP, CTE, & other “non-core” courses

Special Services: Additions/modifications for students with special needs

Operations

Tech & Materials: Devices, Internet, LMS/ platform, Tech support, Print outs

Stakeholder Comms: Community, Teacher, Parent, Student

Other Operations: Meals, Attendance processes

Human Capital

Staffing: Roles/ responsibilities, FTEs

Professional Development: Admin & teacher, initial launch & ongoing

Agile Process for Continuous Improvement

As you build out the details for each part of this framework, be sure to clearly document your approach/ plan (such as via the template [here](#)) so that you can effectively communicate it.

- 3. Build the details, based on lessons learned & best practice:**
 - a. Remote learning vision**

A compelling vision should be at the center of your remote learning strategy

This vision for remote learning - which should reflect your core values & instructional approach - should guide decision-making as you build out the plan. What would your vision include?

Normandy Schools Collaborative Vision for Remote Learning What we're going for - based on who we are and what we know about learning

Our Students Deserve Robust Learning

- **Quality:** This cannot be simply “busy work;” we must promote true learning by following principles of how people learn best
- **Equity:** There is no one-size-fits-all approach we must differentiate to students' needs/ starting points

We Are All Human and Living in Unprecedented Times

- **Structure:** Students need explicit support to learn outside the school/ classroom
- **Simplicity:** Over-complicating our approach will limit the effectiveness of implementation
- **Human Connection:** Relationships are critical to learning and engagement - especially now
- **Adults as Students, Too:** Educators are having to change what they do and how they do it; we need to attend to their needs as professionals, learners, and people

We Will Learn from Our Progress & Navigate Our Changing World - Step-By-Step

- **Continuous Improvement:** We are moving fast and we must stay flexible; we will explore, reflect, and learn to keep getting better
- **Coherence:** We should build off of what's working today; our changes should be intentional - not overwhelming

- 3. Build the details, based on lessons learned & best practice:**
 - b. Overall schedule**

To inform the plan re: **schedules & core materials**, we defined seven key questions

Schedule

1. **How much time** should be planned for student learning, by grade band?
2. What **type of schedule** should you use (suggested/ mandatory, duration/ time blocks), by grade band?
3. Will your approach be **synchronous, asynchronous, or both**, by grade band?
4. What **subject areas** will you prioritize (core, additional), by grade band?
5. How will you build **culture and engagement** in this distance learning context?

Materials

6. Will you use **existing materials, new materials, or a mix**, by grade band?
7. Will you focus on **new learning, remediation, or a mix**, by grade band?

Make sure that your approach to schedule/ core materials clearly answers all of these questions!

We also gathered **best practice insights** from other districts

Schedule

Core
Materials

In reviewing ~10 plans from leading districts & charter networks; we saw six themes:

1. Where tech is available, **move to synchronous learning, through live, full group time**
 - a. To do this, schools use **one schedule per grade OR prior master schedule**.
 - b. Within blocks, there's more **flexibility**. E.g., all get same main lesson (via Zoom/video), then differentiated practice/ support (individ or small group)
2. **Maintain flexibility & efficiencies of asynchronous** learning where possible and as needed
 - a. Teachers may struggle with schedule (e.g., because of childcare): record lessons (vs. Zoom), share lesson planning/ delivery with a grade-level partner, ensure flexible blocks of time (e.g., while students read/ lunch/ break), chunk classes (e.g., math every-other-day).
 - b. Students may struggle with schedule (e.g., family schedules, children sharing devices): record lessons for students to watch later; keep due dates flexible.
3. **Use uploaded/digital versions of existing curriculum** where possible (third-party or teacher-made).
 - a. Some **additional digital materials for supplemental / independent practice** - where new tools are offered, there is clear instruction & guidance
4. Focus on **ease of accessibility in communication** about schedules and materials
 - a. Includes **easily accessible, organized teacher-facing schedules & materials** with info on planning blocks, coaching/ support, etc.
5. **1:1 check-ins** for dual purposes: human connection and individualized learning support.
6. And, **opportunities for fun & levity** - school spirit dress up days, guest appearances by teachers' family members/ pets, etc.

You can review the detailed best practice research in the appendix [here](#).

This led to a recommended approach that clearly connects to the remote learning vision

Schedule

Core
Materials

Key Question	Recommended Approach	Connection to Vision
1. Length of Time	20-60 minutes per subject, depending on grade level	Add structure to students' days; Ensure meaningful blocks for quality learning
2. Type of Schedule	Strongly suggested time blocks (e.g., all 3rd graders focused on math at same time)	Add structure to students' days
3. Synchronous vs. Asynchronous	Both 1. Synchronous schedule & main lesson; 2. Asynchronous practice/ support	Add structure to students' days; Orient to simplicity ; Create opportunities for human connection ; Create structure for equity
4. Subject Areas	Prioritize the core, but include add'l structured opps (e.g., PE, art, music)	Ensure robust, quality learning; Create opportunities for human connection
5. Culture & Engagement	1. Daily "morning meeting" or video 2. Structured office hours / 1:1 check-ins	Create opportunities for human connection ; Create structure for equity
6. Existing vs. New Materials	Mix - Existing and/or new, high-quality, easy-to-implement materials	Orient to simplicity ; Foster coherence ; Recognize adults as students, too
7. New Learning vs. Remediation	Primarily <u>new learning</u>, but focus on power standards vs. entire curriculum	Prioritize for quality learning; Orient to simplicity

Consider if this proposed approach does/ does not meet your district's needs.

Based in this recommendation, we created sample elementary and middle school schedules

Schedule

Core Materials

Lower Elementary		
Time	Student Activity	Teacher Activity
8:00-8:45	Wake-up/ Breakfast	Prep & Respond to email
8:45-9:00	Morning mtg/ Survey	Morning Meeting/ Survey
9:00-9:30	Math	Math
9:30-10:00	Break/ Snack	Call students
10:00-11:00	Literacy	Literacy
11:00-12:00	Lunch	Lunch
12:00-12:30	Independent reading	Prep & Respond to email
12:30-1:00	Science/ Social Studies	Science/ Social Studies
1:00-1:30	Electives	Electives
1:30-3:30		Teacher close out

Upper Elementary/ Middle		
Time	Student Activity	Teacher Activity
8:00-8:45	Wake-up/ Breakfast	Prep & Respond to email
8:45-9:00	Morning mtg/ Survey	Morning Meeting/ Survey
9:00-10:00	Math	Math
10:00-10:30	Break/ Snack	Call students
10:30-12:00	Literacy	Literacy
12:00-1:00	Lunch	Lunch
1:00-1:30	Independent reading	Prep & Respond to email
1:30-2:00	Science/ Social Studies	Science/ Social Studies
2:00-2:30	Electives	Electives
2:30-3:30		Teacher close out

Based in this recommendation, we created a sample **high school** schedule

High		
Time	Student Activity	Teacher Activity
8:00-8:45	Wake-up/ Breakfast	Prep & Respond to email
8:45-9:00	Morning mtg/ Survey	Morning Meeting/ Survey
9:00-10:00	Math	Math
10:00-10:30	Break/ Snack	Call students
10:30-11:30	Literacy	Literacy
11:30-12:30	Science	Science
12:30-1:30	Lunch	Lunch
1:30-2:30	Social Studies	Social Studies
2:30-3:30	Electives	Electives/ Teacher close out for core teachers

- 3. Build the details, based on lessons learned & best practice:**
 - c. Literacy schedule & materials**

To inform detailed plans re: literacy schedules & materials, we defined four key questions

1. What is the district's **vision** for literacy instruction, based in current context & best practice?
2. What **literacy goals** will the district set for students over Phase 2?
3. What **aligned teacher actions** will be prescribed to achieve those goals?
4. How might this approach translate to a **day-by-day schedule**?

Make sure that your literacy approach clearly answers all of these questions; use the research and recommendations on the pages that follow to inform your work.

Vision: The district's vision for its literacy approach must be based in current data & best practice

Schedule

Core
Materials

Over the next 8 weeks, the district will define its approach to literacy instruction based in:

What we know about the specific the district context

- Many students **need significant literacy support** (e.g., per ELA MAP data)
- Remote literacy learning is happening via combination of **Google Classroom** assignments and **Edgenuity** (grades 1-8) or **Newsela** (high school)
- **Teacher/ student interactions** are already slated to occur at least 2x/ week for each student
- And, Reading Specialists are already slated to deliver **1:1 intervention mini-lessons** for select students

What we know about effective literacy education

- **Direct instruction and modeling on the “big 5” of reading:** Phonemic Awareness, Phonics, Fluency, Vocab, Comprehension (see [here](#) for more detail)
- Time with eyes on text is important, incl:
 - **Access to grade-level standards & texts** - with needed scaffolds/supports
 - **Texts at students’ reading level**
- Practice **speaking, listening, and writing** in context of students’ reading
- Student engagement and motivation through **access to rich texts**

Vision: A clear literacy vision might look like this example from a Denver district school

Create a challenging learning environment that encourages high expectations for success through developmentally-appropriate literacy instruction that affirms individual differences and learning styles.

Teachers:

- Deeply understand complexity of individual texts (aligned to **standards & grade level expectations**)
- Use text-first, data-driven planning with **complex, culturally affirming, fiction and non-fiction** texts
- Ensure opportunities for **reading, writing, speaking and listening** grounded in text
- Facilitate independent, guided, shared **reading and writing**, as well as a time for **foundational skills**
- Consistently actively monitor, check for understanding and **analyze student work** to adjust instruction
- **Differentiate** supports/ extensions targeted to individual needs

Students:

- **Read:**
 - Engage in accountable independent reading each day
 - Know and can share their reading level and goals
 - Are metacognitive when they read using strategies like annotations, taking notes, rereading
- **Write:**
 - Write to improve their understanding of what they think, read, and hear
 - Use standard English to research, outline, draft, revise, and edit.
 - Support claims with relevant and sufficient evidence as well as logical reasoning
- **Speak & Listen:**
 - Actively listen to, acknowledge, build upon, question, and deepen perspectives
 - Regularly and confidently make contributions that enhance discussions
 - Support claims with evidence and logical reasoning

Goals: Goals should be based on data that shows a student's literacy progress

Star Summary Report

Class
Ms. Morris's Class

Teacher
Morris, Verna

Instructional Reading Level (IRL) indicates the **highest reading level at which a student is 80% proficient** (or higher) at comprehending material with assistance.

Student	Test Date	Rank	GP	SS	GE	PR	NCE	IRL	EORF †	ZPD
Addens, Elbert	08/04/2017	6	8.00	934	8.2	53	51.6	7.6	45	4.5-8.2
Appelhof, Laura	08/04/2017	15	8.00	526	4.8	10	23.0	4.4	68	3.3-5.2
Arendse, Barb	08/04/2017	5	8.00	974	8.6	58	54.2	8.5	31	4.6-8.6
Bailey, Barclay	08/04/2017	19	8.00	450	4.0	5	15.4	3.7	108	3.0-4.5
Baldovini, Nicole	08/04/2017	16	8.00	513	4.7	9	21.8	4.2	36	3.3-5.2
Barrett, Bella	08/04/2017	4	8.00	1045	9.4	63	57.0	9.3	2	4.6-9.4

Grade Equivalence (GE) compares a student's performance with others nationally. E.g., Bella (9.4 GE) performed as well as a typical 9th grader after the 4th month of the school year. **This should not be used alone to match students to books.**

Zone of Proximal Development (ZPD) suggests the **reading level range** from which a student should be selecting books for optimal growth without frustration.

Goals: This data enables tailored literacy goals based on students' reading levels

Schedule

Core Materials

Overall goal: By end of year, students will demonstrate growth in **individually-appropriate** literacy skills through **active reading** and **targeted coaching, lessons, and supports.**

ZPD	GE	Focal skills...	Detailed Goals...	
			Independent reading (based on ZPD)	Reading facilitated by a teacher (based on grade level)
1.0-2.0	0.0-1.9	Phonemic awareness, phonics	2-4 books in ZPD; student choice	4-8 books on grade level
2.0-6.0	2.0-5.9	Fluency, comprehension, vocab	2-4 books in ZPD; student choice	4-8 books on grade level
4.0-8.9	6.0 - 8.9	Comprehension, vocab	2-4 books in ZPD; student choice	4-8 books on grade level
4.6-12.0	9.0 - 12.0	Comprehension, vocab	2-4 books in ZPD; student choice	4-8 books on grade level

Key Ideas:

- Every student gets **access to grade-level texts** (with differentiated teacher supports)
- Students are also doing **independent reading within their individual ZPD**
- Students get **instructed and assessed on focal skills aligned to their ZPD and GE**

Indicates same books/ materials used district-wide for each grade

¹See data slide for description of each measure. Source: [Renaissance](#)

Actions: Teacher actions will differ by grade band

Teachers' actions are about getting eyes on texts (with gradual increase in rigor of expectations), delivering targeted skill-building / instruction, and managing the data & assessment cycle

Teacher Actions: Literacy, PK-12

PK - 1	Teacher Actions	<ul style="list-style-type: none"> ● Assign Active Reading: Post books; Assign students to read & log; Read to/with students ● Target Skill-Building: Provide teacher-led or digital lessons for individual needs
	Assessments	<ul style="list-style-type: none"> ● Reading log, Letter/sound/sight word ID quizzes
2 - 5	Teacher Actions	<ul style="list-style-type: none"> ● Assign Active Reading: Post books; Assign students to read & log; Read to/with students ● Target Skill-Building: Provide teacher-led or digital lessons for individual needs
	Assessments	<ul style="list-style-type: none"> ● Reading log, Running record, Comprehension quiz (orally as needed)
6 - 12	Teacher Actions	<ul style="list-style-type: none"> ● Assign Active Reading: Post books; Assign students to read & log; Assign and provide feedback on written responses ● Host Book Clubs: Host small group discussions ● Target Skill-Building: Provide teacher-led or digital lessons for individual needs
	Assessments	<ul style="list-style-type: none"> ● Reading log, Comprehension quiz (orally as needed), Written responses to text

And, consider ways to celebrate weekly progress and those who go above and beyond, e.g.,:

- Weekly, spotlight excellent practices from each school (e.g., via email, Google site, social media)
- Provide incentives for teachers/ students (e.g., gift cards to local eateries) who exceed expectations (e.g., host add'l book clubs, read more books)

Actions: The district should provide teachers with resources & guidance for how to flexibly use them

Schedule

Core Materials

	Resources	Ways to Flex
Book Lists	<p>Define district-wide set of books per grade:</p> <ul style="list-style-type: none"> ● St. Louis Public Library digital content (incl OverDrive), ● Audible Stories (six languages), Scholastic Magazines, TumbleBookLibrary & TeenBookCloud, Learning A-Z (K-5), Newsela 	<ul style="list-style-type: none"> ● For students not on grade level, have them read with a teacher, partner, or audiobook ● If paper copies exist, explore whether it's safe to send them home with the meal service
Reading Log	<ul style="list-style-type: none"> ● Success Academy's Log (pg 4), housed on GDocs 	<ul style="list-style-type: none"> ● Provide option to submit picture of log
Written Responses	<p>Draft district-wide set of response questions/ quizzes per grade:</p> <ul style="list-style-type: none"> ● Reading comprehension prompts (grades 6-12) on GDocs ● Weekly comprehension quiz (grades 3-5) via Google Forms 	<ul style="list-style-type: none"> ● Can do a verbal comprehension quiz
Skill Lessons	<p>Draft district-wide lessons per grade:</p> <ul style="list-style-type: none"> ● Prescribed live/ recorded/ online lessons aligned to targeted literacy skill from current curriculum, Edgenuity, Khan, Brainpop or other high-quality, easy-to-use source ● Khan SAT verbal prep (Lessons / Practice) 	<ul style="list-style-type: none"> ● For students not able to join a live, teacher-led lesson, record the lesson, assign a digital lesson (e.g., on Khan), or structure an independent assignment
Book Clubs	<p>Multiple time slots per week to give students multiple options to join a grade-level-appropriate call:</p> <ul style="list-style-type: none"> ● Google Classroom, Facebook Live (Resource A, B, C) 	
1:1 Protocols	<ul style="list-style-type: none"> ● 1:1 check-ins with students (fluency / running record: Reading A-Z, ASCD, comprehension: SA, pp 18-19) 	<ul style="list-style-type: none"> ● Be flexible with times for 1:1 check-ins

Actions: Within each grade, a teacher can differentiate her approach

Schedule

Core Materials

These 3rd graders vary in proficiency

By grouping them accordingly, the teacher can differentiate her actions & students' independent assignments to support their individualized and grade-level learning

	Reading Grade Equivalent
Student	1.2
Student	1.3
Student	1.9
Student	2.0
Student	2.2
Student	2.7
Student	2.7
Student	2.9
Student	3.0
Student	3.1
Student	3.2
Student	3.4
Student	3.5
Student	3.7

	Students (GE)	ZPD	Focal skills	Student independent work	Teacher support on grade-level text & focal skills
A	Student (1.2) Student (1.3)	1.0-2 .0	<ul style="list-style-type: none"> Phonemic awareness Phonics Comprehension (basic) 	<ul style="list-style-type: none"> Read ZPD book Log reading 	2 group calls/ week: <ul style="list-style-type: none"> Read class book to students One 1:1 call/ student/ wk for: <ul style="list-style-type: none"> Running record Phonics/sight word quiz Comprehension quiz with scaffolds
B	Student (1.9) Student (2.0) Student (2.2)	2.0-3 .0	<ul style="list-style-type: none"> Phonemic awareness Fluency Comprehension (basic) 	<ul style="list-style-type: none"> Read ZPD book Log reading 	2 group calls/ week: <ul style="list-style-type: none"> Read class book to students One 1:1 call/ student/ wk for: <ul style="list-style-type: none"> Running record Comprehension quiz with scaffolds
C	Student (2.7) Student (2.7)	2.3-3 .3	<ul style="list-style-type: none"> Fluency Vocabulary Comprehension (basic) 	<ul style="list-style-type: none"> Read ZPD book Log reading Do comprehension quiz 	1-2 group calls/ week: <ul style="list-style-type: none"> Read class book to students One 1:1 call/ student/ wk for: <ul style="list-style-type: none"> Running record
D	Student (2.9) Student (3.0) Student (3.1) Student (3.2)	2.6-3 .6	<ul style="list-style-type: none"> Fluency Vocabulary Comprehension 	<ul style="list-style-type: none"> Read/listen to ZPD book Read class book Log reading Do comprehension quiz 	One 1:1 call/ student/ wk for: <ul style="list-style-type: none"> Running record
E	Student (3.4) Student (3.5) Student (3.7)	2.8-4 .0	<ul style="list-style-type: none"> Vocabulary Comprehension 	<ul style="list-style-type: none"> Read /listen to ZPD book Read class book Log reading Do comprehension quiz 	One 1:1 call/ student/ wk for: <ul style="list-style-type: none"> Running record

Key Ideas:

- Every student has independent work, assessment, on grade-level & ZPD-aligned reading, & modeled reading
- There is significant differentiation in what students are doing independently vs. with a teacher, based on GE

Day-by-Day: This could translate to the following plan for our sample third grade classroom

Schedule

Core Materials

Wk	Day	Teacher	Student
0	F	<ul style="list-style-type: none"> Attend district grade-level mtg. 	<ul style="list-style-type: none"> Pick up Wk 1 work (as needed)
1	M	<ul style="list-style-type: none"> By 9am: <ul style="list-style-type: none"> Post weekly books, schedule, quiz, log (incl timing for group calls, sign-up for 1:1 calls) Email/ post video re: weekly plan Host group call with Group A to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Review plan for week Sign up for 1:1(s) w/ teacher Start class & ZPD books; log reading Meet with teacher/ small group**
	T	<ul style="list-style-type: none"> Host group call with Group B to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Read* class & ZPD books; log reading Meet with teacher/ small group**
	W	<ul style="list-style-type: none"> Host group call with Group C to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Read* class & ZPD books; log reading Meet with teacher/ small group**
	Th	<ul style="list-style-type: none"> Host group call with Group A to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Read* class & ZPD books; log reading Meet with teacher/ small group**
	F	<ul style="list-style-type: none"> Host group call with Group B to read class book (~30min) Call students in Groups A & B for comprehension quiz (~15min each) Before 5pm: Submit data to principal (log, letter/ sound/ sight word ID, running record, comprehension quiz) Attend district grade-level mtg. 	<ul style="list-style-type: none"> Read* class & ZPD books; log reading Meet with teacher/ small group** By 12pm: Submit log, take quiz Return Wk 1/ pick-up Wk 2 work (as needed)
2	M	<ul style="list-style-type: none"> By 9am: Same as last Monday 	<ul style="list-style-type: none"> Same as last Monday

Key Ideas:

- Every **student reads everyday**; every student **meets with the teacher at least once per week** for skill assessment
- Students below grade level get additional time in small groups with the teacher for **facilitated access to grade-level texts**
- Teachers **collect/ report data on a weekly basis** re: student engagement (i.e., student log) and skill growth

* Recall: students reading below grade level will read class book with teacher during group calls.

** Student meetings with teacher and small groups will be defined by weekly schedule (released Mondays)

- 3. Build the details, based on lessons learned & best practice:**
 - d. Math schedule & materials**

To inform detailed plans re: math schedules & materials, we defined four key questions

1. What is the district's **vision** for math instruction, based in current context & best practice?
2. What **math goals** will the district set for students over Phase 2?
3. What **aligned teacher actions** will be prescribed to achieve those goals?
4. How might this approach translate to a **day-by-day schedule**?

Make sure that your math approach clearly answers all of these questions; use the research and recommendations on the pages that follow to inform your work.

Vision: A clear literacy vision might look like this abridged example from a KIPP school

To provide teachers in grades K-8 with access to robust curricular resources, associated professional development, & recommendations for school-wide structures & conditions that **support achievement in math**.

Beliefs (sample — not full list):

- **Conceptual understanding, procedural fluency, and application** are deeply linked and effective math instruction reflects a balance of all three.
- Student conceptual understanding and the ability to apply mathematics is enhanced when students have frequent **opportunities to communicate about math**.
- Students and teachers must have a **growth mindset**.

Student Habits

- Demonstrate understanding of mathematical concepts through **oral & written communication**
- Attend to **computational and procedural precision**
- Possess the disposition to **engage in discourse** around mathematical concepts
- Show **perseverance** in problem-solving
- Demonstrate a **growth mindset**

Teacher Habits

- **Deeply understand their content**, allowing them to lead students to deep conceptual understanding
- Explicitly **teach students to reason** mathematically
- **Use problem-solving to teach** concepts that require understanding and application
- Regularly provide students with **opportunities for mathematical discourse**
- Use assessments to **track student progress** and inform **grouping and differentiation**
- Approach their work with a **growth mindset** about their students and about themselves
- **Leverage tech** to enhance instruction & save time.

Goals: Math goals should be based on students' current math levels

Schedule

Core Materials

Overall goal: By end of year, students will demonstrate growth in **individually-appropriate** math skills through **grade-level instruction & practice** and **targeted coaching, lessons, and supports.**

GE	Focal skills...	Detailed Goals Based On...	
		GE ¹	Grade Level
0.0-0.9	Know number names and count sequence	1-2 lessons/ week	2 lessons/ week
1.0-2.9	Represent and solve problems involving addition and subtraction (with increasing complexity)	1-2 lessons/ week	2 lessons/ week
3.0-5.9	Represent and solve problems involving multiplication and division (with increasing complexity) Develop understanding of fractions as numbers.	1-2 lessons/ week	2 lessons/ week
6.0-8.9	Understand and use ratios and proportions to solve problems. Reason about and solve one-variable equations and inequalities.	1-2 lessons/ week	2 lessons/ week
Algebra	Solve equations and inequalities (one variable, systems) Perform operations on polynomials.	1-2 lessons/ week	2 lessons/ week
Geometry	Define trig ratios & solve problems involving right triangles Understand and apply theorems about circles	1-2 lessons/ week	2 lessons/ week
Algebra II	Solve equations and inequalities. Perform operations on polynomials and rational expressions.	1-2 lessons/ week	2 lessons/ week

Key Ideas:

- Every student gets **access to grade-level instruction & practice** (with differentiated teacher supports)
- Every student also gets instruction & practice **aligned to their GE**

¹Number of GE lessons will depend on student need. Source: [Renaissance](#), [Common Core State Standards](#), [MO State Standards](#)

Actions: Teacher actions should expose all students to grade-level learning & deliver targeted instruction

Schedule

Core
Materials

Teacher Actions: Math, PK-12

Teacher Actions

- Post weekly schedule and assignments

Support All Students to Build Grade-Level Focal Skills

- Share videos for direct instruction
- Assign practice for students to complete independently

Target Instruction on Focal Skills for Students Below Grade Level

- Identify groupings of students with similar GEs
- Share videos/ host Zoom classroom for direct instruction
- Assign practice for students to complete independently

Target Instruction on Focal Skills for Students Above Grade Level

- Identify groupings of students with similar GEs
- Assign practice for students to complete independently

Teacher Actions to Assess Students

For all students:

- Review online lesson completion / results
- Administer weekly quiz on grade-level focal skills

And, consider ways to celebrate weekly progress and those who go above and beyond, e.g.,:

- Weekly, spotlight excellent practices from each school (e.g., via email, Google site, social media)
- Provide incentives for teachers/ students (e.g., gift cards to local eateries) who exceed expectations

Actions: Like in literacy, students' work & supports should be differentiated by students' GE

These 3rd graders vary in proficiency

By grouping them accordingly, the teacher can differentiate her actions & students' independent assignments to support their individualized and grade-level learning

	Math Grade Equivalent	Grp	Students (GE)	Focal skills	Student independent work	Teacher GE-aligned support	Teacher grade-level support
Student	1.2	1	Student 1.2 Student 2.3 Student 2.4 Student 2.5	<ul style="list-style-type: none"> Addition & subtraction 	<ul style="list-style-type: none"> Grade-level practice GE-aligned practice Weekly multiplication/division quiz 	1 group call per week to: <ul style="list-style-type: none"> Scaffold/ coach on grade-level work GE-aligned instruction 	2 videos per week for grade-level direct instruction
Student	2.3						
Student	2.4						
Student	2.5						
Student	2.6	2	Student 2.6 Student 2.8 Student 2.9	<ul style="list-style-type: none"> Addition & subtraction Multiplication & Division 	<ul style="list-style-type: none"> Grade-level practice GE-aligned practice Weekly multiplication/division quiz 	1 group call per week to: <ul style="list-style-type: none"> Scaffold/ coach on grade-level work GE-aligned instruction 	
Student	2.8						
Student	2.9						
Student	3.1	3	Student 3.1 Student 3.3 Student 3.4	<ul style="list-style-type: none"> Multiplication & Division 	<ul style="list-style-type: none"> Grade-level practice GE-aligned practice Weekly multiplication/division quiz 	1 group call per week to: <ul style="list-style-type: none"> Scaffold/ coach on grade-level work GE-aligned instruction 	
Student	3.3						
Student	3.4						
Student	3.7						
Student	3.8	4	Student 3.7 Student 3.8 Student 3.9 Student 4.1	<ul style="list-style-type: none"> Multiplication & Division Fractions 	<ul style="list-style-type: none"> Grade-level practice GE-aligned practice Weekly multiplication/division quiz 	1 assigned digital lesson per week to: <ul style="list-style-type: none"> GE-aligned instruction <i>This could be a call with 4th grade teacher or online lesson</i>	
Student	3.9						
Student	4.1						

Key Ideas:

- Every student has grade-level, teacher-led instruction, independent practice, and assessment
- There is differentiation in what students do vs. with a teacher, based on GE

Day-by-Day: This could translate to the following plan for our sample third grade classroom

Schedule

Core Materials

Wk	Day	Teacher	Student
0	F	<ul style="list-style-type: none"> Attend district grade-level mtg. 	<ul style="list-style-type: none"> Pick up Wk 1 work (as needed)
1	M	<ul style="list-style-type: none"> By 9am: <ul style="list-style-type: none"> Post videos, practice, quizzes, schedule (incl timing for calls) Email/ post video re: weekly plan 	<ul style="list-style-type: none"> Review plan for week Sign up for group calls Start class* & GE math lessons
	T	<ul style="list-style-type: none"> Host group call with Group 1 for targeted support (~30min) 	<ul style="list-style-type: none"> Work on class* & GE math lessons Meet with small group (as needed)**
	W	<ul style="list-style-type: none"> Host group call with Group 2 for targeted support (~30min) 	<ul style="list-style-type: none"> Work on class* & GE math lessons Meet with small group (as needed)**
	Th	<ul style="list-style-type: none"> Host group call with Group 3 for targeted support (~30min) Follow-up with students as needed 	<ul style="list-style-type: none"> Work on class* & GE math lessons Meet with small group (as needed)**
	F	<ul style="list-style-type: none"> Follow-up with students as needed Before 5pm: Submit data to principal (call attendance & quiz data) Attend district grade-level mtg 	<ul style="list-style-type: none"> Complete & submit all math lessons By 12pm: Take quiz Return Wk 1/ pick up Wk 2 work (as needed)
2	M	<ul style="list-style-type: none"> By 9am: Same as last Monday 	<ul style="list-style-type: none"> Same as last Monday

Key Ideas:

- Every student practices math everyday
- Students below grade level get targeted, small group support from the teacher
- Teachers collect/ report data on a weekly basis re: student engagement (i.e., attendance) and skill growth

* Recall: students performing below grade level will receive teacher coaching and scaffolding for grade-level material during group calls.

** Student meetings with small groups will be defined by weekly schedule (released on Mondays)

Day-by-Day: Teacher time required for Math & ELA instruction should be manageable

Schedule

Core Materials

In our 3rd grade example, the teacher uses calls to support students, based on GE, across math & ELA

ELA	Math
<ul style="list-style-type: none"> 0-2 small group calls 1 one-on-one call (incl. a math check-in, esp. for those above grade level) 	<ul style="list-style-type: none"> 0-1 small group calls 2 posted whole-class videos

Across both subjects, daily total call time will be approx. 2 - 2.5 hours

Day	Teacher - ELA Meetings	Teacher - Math Meetings	Approx. Total Call Time
M	<ul style="list-style-type: none"> Host call with Group A to read class book (~30min) Call ~6 students for skill assessments (~15min each) 		<ul style="list-style-type: none"> 30 min group calls 90 minutes for 1:1 calls (primarily ELA, also 1:1 math check-ins)
T	<ul style="list-style-type: none"> Host call with Group B to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Host call with Group 1 for targeted support (~30min) 	<ul style="list-style-type: none"> 60 min group calls 90 minutes for 1:1 calls (primarily ELA, also 1:1 math check-ins)
W	<ul style="list-style-type: none"> Host call with Group C to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Host call with Group 2 for targeted support (~30min) 	<ul style="list-style-type: none"> 60 min group calls 90 minutes for 1:1 calls (primarily ELA, also 1:1 math check-ins)
Th	<ul style="list-style-type: none"> Host call with Group A to read class book (~30min) Call ~6 students for skill assessments (~15min each) 	<ul style="list-style-type: none"> Host call with Group 3 for targeted support (~30min) Follow-up with students as needed 	<ul style="list-style-type: none"> 60 min group calls 90 minutes for 1:1 calls (primarily ELA, also 1:1 math check-ins)
F	<ul style="list-style-type: none"> Host call with Group B to read class book (~30min) Call students in Groups A & B for comprehension quiz (~15min each) 	<ul style="list-style-type: none"> Follow-up with students as needed 	<ul style="list-style-type: none"> 30 min group calls 90-120 minutes for 1:1 calls

Day-by-Day: Student time required for Math and ELA work should be manageable

Schedule

Core Materials

In our 3rd grade example, students get independent work & teacher support based on GE in ELA & Math

ELA	Math
<ul style="list-style-type: none"> • Read ZPD and class book • Log reading • Do weekly quizzes • Attend 0-2 small group calls • Attend 1 one-one-one call (to incl. a brief math check-in) 	<ul style="list-style-type: none"> • Complete grade-level practice • Complete GE-aligned practice • Do weekly quizzes • Attend 0-1 small group calls • Watch 2 posted whole-class videos

This sample schedule for a student in Group A (ELA) & Group 1 (Math), shows maximum requested “call” time

Day	Theme	Student - ELA	Student - Math	Total Call Time
M	Review Plan & Get Started Meet with Teacher	<ul style="list-style-type: none"> • Review plan for week • Sign up for 1:1(s) w/ teacher • Start class & ZPD books; log reading • Meet with teacher & Group A (30 min) 	<ul style="list-style-type: none"> • Review plan for week • Sign up for group calls • Start class & GE math lessons 	<ul style="list-style-type: none"> • 30 min group calls
T	Meet with Teacher	<ul style="list-style-type: none"> • Read class & ZPD books; log reading • Have 1:1 call with teacher for skill assessments (~15 min) 	<ul style="list-style-type: none"> • Work on class & GE math lessons • Meet with teacher & Group 1 (30 min) 	<ul style="list-style-type: none"> • 30 min group calls • 15 min 1:1 call
W	Work Independently	<ul style="list-style-type: none"> • Read class & ZPD books; log reading 	<ul style="list-style-type: none"> • Work on class & GE math lessons 	<ul style="list-style-type: none"> • None
Th	Meet with Teacher	<ul style="list-style-type: none"> • Read* class & ZPD books; log reading • Meet with teacher & Group A (30 min) 	<ul style="list-style-type: none"> • Work on class & GE math lessons 	<ul style="list-style-type: none"> • 30 min group call
F	Take Assessments	<ul style="list-style-type: none"> • Read* class & ZPD books; log reading & submit • Have 1:1 call with teacher for comprehension quiz (~15 min) 	<ul style="list-style-type: none"> • Complete & submit all lessons • Take quiz 	<ul style="list-style-type: none"> • 15 min 1:1 call

4. Develop concrete implementation and communication plans

As you define your remote learning strategy, it's important to move from **planning to action**

Once you have developed a vision for Phase 2 remote learning and aligned schedules/resources, you will want to move from planning to action; we suggest 3 steps.

1. Identify key priorities		2. Outline 3-5 concrete action steps to achieve each priority					
<u>Definition of Success</u>	<u>Key Priorities</u>	<u>Key Priority</u>	<u>Task</u>	<u>Resources Needed</u>	<u>Owner</u>	<u>Deadline</u>	<u>Status</u>
	1						
	2						
	3						
	4						

3. Identify what you need to communicate to each stakeholder related to the priorities						
<u>Stakeholders</u>	<u>What Do They Need to Know?</u>	<u>How Do We Want Them To Feel?</u>	<u>Key Messages</u>	<u>Frequency</u>	<u>Format</u>	<u>Owner</u>

Access the blog post [here](#) to find editable versions of these templates!

The same planning tools can be used as you prioritize & plan for **summer** and **back-to-school**

Once Phase 2 is well underway, districts must quickly turn to focus on summer & back-to-school planning; the same [toolkit](#) can help you get organized.

As you start to think about summer and back-to-school, consider the following potential key priorities:

Summer / Near-Term	Back-to-School / Long-Term
<ul style="list-style-type: none"> ● <u>Address basic needs</u>: Plan and stand up summer approach to meals, special services (as appropriate) ● <u>Continue the learning</u>: Suggest goals and aligned resources/ schedule for students to use for self-directed summer learning ● <u>Stepback re: lessons learned</u>: Reflect on Phase 2 distance learning & identify implications. ● <u>Front-load operational investments</u>: Implement new systems/ technologies - especially emerging from stepback ● <u>Front-load adult engagement</u>: Plan and stand up continued support/ PD for adults 	<ul style="list-style-type: none"> ● <u>Prep for future interruptions</u>: Based on stepback, codify the district approach to distance learning. ● <u>Conduct scenario planning</u>: Identify and assess options for weathering any potential shifts to district funding ● <u>Plan for re-start</u>: Identify approach to quickly assess student and staff needs (academically/ professionally, social-emotionally); Plan for addressing needs & re-grounding staff and students in school instruction and culture. ● <u>Identify model shifts</u>: Based on stepback, identify additions/ changes that must be incorporated into school instruction & culture.
Throughout	
<p>Maintain strong connection across <u>leadership</u>; Foster <u>strong, two-way communication</u> across stakeholder groups; Attend to <u>human needs</u> - including connection & engagement, Collect and act on <u>priority data</u></p>	

Appendix 1:

Remote Learning Plan Template

Remote learning strategy framework

Remote Learning Vision

What do our core values imply for our approach to remote learning?

What are best practice principles for remote learning?

Remote Learning Approach/ Plan

Program	Operations	Human Capital
Schedule: By grade (band), across core subjects, individual vs. group	Tech & Materials: Devices, Internet, LMS/ platform, Tech support, Print outs	Staffing: Roles/ responsibilities, FTEs
Core Materials: Curriculum, Assessments	Stakeholder Comms: Community, Teacher, Parent, Student	Professional Development: Admin & teacher, initial launch & ongoing
Special Materials: Approach for AP, CTE, & other “non-core” courses	Other Operations: Meals, Attendance processes	
Special Services: Additions/ modifications for students with special needs		

Agile Process for Continuous Improvement

Our Vision for Remote Learning

Based on your core values, define a clear vision for remote learning in your district.

Vision element	Description

Our Schedule *(Repeat per grade band)*

Determine what schedule each grade band should follow; Document the schedule overview here and link to more detailed day-to-day schedules for students and teachers

Teacher Schedule

Time	Activity	Agenda
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...
X - X		<ul style="list-style-type: none"> • ... • ...

Student Schedule

Time	Activity
X - X	
X - X	
X - X	
X - X	
X - X	
X - X	
X - X	

Our Core Materials *(Repeat per grade band)*

Determine what schedule each grade band should use (e.g., curriculum, digital resources, etc.); Document the materials overview with links to a virtual library of resources.

Core Subject	Resource	Mandatory or Optional?
e.g., ELA, Math, Science, Social Studies		

A Note on Special Courses

Codify your approach for teachers/ students of AP, CTE, and “non-core” courses; link to additional detail as needed.

	Approach	Resources
AP	•	•
Dual Credit	•	•
CTE	•	•
Other	•	•

A Note on Special Services

Codify your approach for delivering special services - both services within the virtual classroom context and supplementary services; link to additional detail as needed.

Special Services	Headlines	Who to contact for help/ Where to go for more info
SPED		
ELL		
Counseling		
Occupational/ Physical Therapy		
Speech/ Language		
Alternative Ed		

Who needs to hear about this - and how?

Technology and Materials

Codify your approach to equipping educators/ students with devices, managing log-in and access information, and offering tech support; link to additional detail as needed.

Headlines

Who needs to hear about this - and how?

Where can I find more info?

Communications

Codify your approach to keeping stakeholders informed by summarizing who you communicate with, how often, and about what; link to additional detail as needed.

Stakeholder	Comms cadence	Topics to cover
Admin		
Educators		
Staff		
Students - Early/ Elem		
Students - Mid/ High		
Parents		

Other Operations (school-based)

Codify your approach to managing meals, attendance, and other key operational processes that students/ staff rely on; link to additional detail as needed.

Headlines

Who needs to hear about this - and how?

Where can I find more info?

Other Operations (external)

Document wraparound resources and external supports you've provided to educators, students, and families; link to additional detail as needed.

Resources/ Support Category	Details/ Links
Childcare	
Health/ healthcare	
Housing	
Meals	
Social supports	

Who needs to hear about this - and how?

Staffing Amid Remote Learning

Document roles, responsibilities, and expectations for educators; link to additional detail as needed.

Staff	Expectations	Who to contact for help

Who needs to hear about this - and how?

Professional Development

Document your approach to supporting the range of adult needs at this time; link to additional detail as needed.

PD topic	Phase 2 approach	Key contact
Accessing and using virtual / remote learning tools		
Using remote learning schedules and materials		
Delivering “live” remote learning sessions		
Supporting students independent learning		
Continuously improving		
Taking care of ourselves		

Who needs to hear about this - and how?

Agile Process for Continuous Improvement

Document a process for supporting individuals and teams to reflect & continuously improve; link to additional detail as needed.

Learning teams	Approach	Key contact
Organizationally		
Functional teams		
Individual		

30-minute protocol for continuous improvement check-in:

- **(5 min) What did you do?** Lay out the facts of the past week.
- **(10 min) How did it go?** Describe what went well and less well about this past week - reflecting on both what you did and how you did it. Where possible, use data to back up your assessment.
- **(15 min) What next?** Identify specifically what needs to start, stop, and continue next week. Document how you will know if you've been successful/ what data you'll use to track progress. Discuss what you need (resources, coaching, etc.) to implement changes.

Keep notes from each weekly check-in in the same location (e.g., same Word doc) to easily track changes over time.

Who needs to hear about this - and how?

Appendix 2: Best Practice Research

We researched remote learning models of leading districts and charter organizations (Middle)



Grades	6-8	6-8	5-8	Middle School	5-8
Learning Time					
Math	30-35m, daily	40-60m, 4x/wk	60m, daily	60m, M-Th	60m, daily
Reading	30-35m, daily	40-60m, 4x/wk	60m, daily	60m, M-Th	105m, daily
Writing	30-35m, daily		20m, daily		In ELA above
Science	30-35m, daily	40-60m, 4x/wk	30m, daily	60m, M-Th	60m, daily
Soc Stud	30-35m, daily	40-60m, 4x/wk	--	60m, M/ W/ F	60m, daily
Other	~20m (Art, Music, PE)	40-60m: Lang, ESL 60m: AP, IB, Flex: Other	30m (Arts, Fitness)	60m (Tu/Th): Arts, PE, STEM	15m: Advisory
Schedule					
Synch/ Asynch	Asynch	Asynch	Synch	Synch	Synch
Type of schedule	Suggested, time	Suggested, time	Block schedule	Block schedule	Block schedule
Culture/ Engagement	1:1 phone call	Unknown	1:1 check-ins Community mtg	Morning mtg Advisory call Office hrs	Daily check-in Advisory Office hours
Materials	Edgenuity, NewsELA	Learning Packet Optional online platforms (e.g., Lexia, ALEKS)	Standard curric. Also: Epic, Lexia, ST Math	Unknown	Learning Packet

We researched remote learning models of leading districts and charter organizations (Elementary)



Grades	PK-5	PK-5	K-4	K-4
Learning Time				
Math	10-30m, daily	15-30m, daily	60m, daily	30-60m, daily
Reading	10-30m, daily	15-60m, daily	60m, daily	60-90m, daily
Writing	10-30m, daily	0-15m, daily	20m, daily	30m, daily
Science	Rdg, embedded	20m, daily	30m, daily	30m, daily
Soc Stud	Rdg, embedded		--	--
Other	~20m (Art, Music, PE)	Flex (PE, Art, Music)	30m: (Arts, Fitness)	--
Schedule				
Synch/ Asynch	Asynch	Asynch	Synch	Asynch
Type of schedule	Suggested duration	Suggested duration	Mandatory block sch	Suggested block sch
Culture/ Engagement	1:1 phone call	Unknown	1:1 check-ins Community meeting	1:1 call
Materials	Edgenuity, NewsELA	Learning Packet Optional online platforms (e.g., Lexia, ALEKS)	Phase 2: unclear Phase 1: Epic, Lexia, ST Math	Learning Packet

We researched remote learning models of leading districts and charter organizations (High)



Grades	9-12	9-12	9-12	9-12	9-12
Learning Time					
Math	30-35 min per scheduled high school course	40-60m, 4x/wk	60m, daily	60m, 3x/wk	90m, daily
Reading		40-60m, 4x/wk	60m, daily	60m, 3x/wk	90m, daily
Writing			20m, daily		In English above
Science		40-60m, 4x/wk	30m, daily	60m, 3x/wk	90m, daily
Soc Stud		40-60m, 4x/wk	--	60m, 3x/wk	90m, daily
Other		40-60m: Lang, ESL 60m: AP, IB, Flex: Other	30m (Arts, Fitness)	60m, 3x/wk: AP & Sp 60m, 2x/wk: Elec	30m: Advisory 60m: Elec/Counseling
Schedule					
Synch/ Asynch	Asynch	Asynch	Synch	Synch	Synch
Type of schedule	Suggested, time	Suggested, time	Block schedule	Block schedule	Block schedule
Culture/ Engagement	1:1 phone call	Unknown	1:1 check-ins Community mtg	Morning mtg 1:1 advisory Office hrs	Advisory Office hours Daily check-ins
Materials	Edgenuity NewsELA	Learning Packet Optional online platforms (e.g., Lexia, ALEKS)	Standard curric. Also: Lexia,	Teacher-leaders w/ centralized lessons	Learning Packet