

# LEARN Hybrid Learning Plan DRAFT

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## Overview

The LEARN Hybrid Learning Plan is modeled off of the learning plan created by the Center for Public Research and Leadership and Columbia University. It is based on extensive research completed by both groups following the initial move to online learning in the spring of 2020. This plan also incorporates feedback from LEARN students, families, and educators comprised through survey responses, individual conversations, and town hall meetings. This feedback was shared with LEARN leadership as well as the educators forming LEARN's online learning and prioritizing instruction work groups.

This model is designed to achieve equitable high quality instruction for in-person and online learning while building and maintaining strong in-person and online communities.

LEARN is committed to obtaining and acting upon ongoing stakeholder feedback throughout the implementation of this model. In these uncertain times, this plan is very likely to change. LEARN will communicate any changes based upon feedback or evolving state guidance in order to support the ongoing success of all students in the coming year.

## LEARN Hybrid Learning Plan Overview

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-Person 	Cohort A In-Person 	All Students Online 	Cohort A Online 	Cohort A Online 
Cohort B Online 	Cohort B Online 		Cohort B In-Person 	Cohort B In-Person 

- Students are going to be assigned to either Cohort A or Cohort B in order to significantly reduce the number of students in the building at any one time.
- Schools will work with families to align in person days for all children within each family.
- Each cohort of students is in school two days per week and online three days per week.
- LEARN is awaiting guidance from the Department of Education regarding planning and delivery of supports and services for students with IEPs.
- On Wednesdays, synchronous learning will be minimal to allow teacher planning, team meetings, student/family outreach, and updating online resources.



## Overview

### LEARN's Hybrid Learning Theory of Action

In these highly changeable times, the LEARN plan will need to continue to evolve. This theory of action will serve as our touchstone to guide critical decisions to assure safe, equitable, and high quality school experiences for all students and staff.

**If LEARN engages all students, families, educators, and administrators in equitable, high-quality hybrid learning by**

**Structuring operations** to maximize continuous learning; student collaboration; staff planning time and teamwork; and individual, small-group, and family support

**Designing and delivering effective in-person and online instruction** that builds from engaging, standards-aligned, coherent, accessible, and culturally responsive and sustaining curricula; applies student-centered pedagogy; develops digital literacy; and uses on-going assessment and mastery-based practices

**Fostering a positive hybrid environment** that communicates clear and high expectations for all, nurtures relationships and a culture of learning, and enables meaningful collaboration across all settings

**Utilizing systems for improvement** to monitor progress; make strategic and innovative organizational decisions; and engage in collaborative professional and community learning

**Then LEARN will**

- ✓ Ensure the safety and all around wellbeing of students, families, and staff, and strengthen our sense of community
- ✓ Foster students' academic and social-emotional learning
- ✓ Decrease and eliminate disparities in access and outcomes (by race, income, IEP status, and primary language spoken)
- ✓ Accelerate students' and educators' ability to learn, evolve, and continually grow

**As a result, LEARN will** develop connected, engaged, supported, and empowered learners.



## Structures & Operations

### Sample Elementary Student Schedules

The student day will remain consistent whether in-person or online in order to support the executive functioning skills of students while maintaining a coherence of instruction regardless of the student's setting.

**In-person learning** will consist of mini-lessons and direct instruction followed by physically-distanced small groups, additional individual support, and engaging learning activities connected to the lesson.

**Online learning** will consist of synchronous viewing of the mini lessons and direct instruction via Zoom or Google Meets. During these times, only the teacher will be on camera while delivering the lesson to students physically present in class. Following the mini lesson or direct instruction, the virtual session will end and online students will engage in independent practice and engaging learning activities connected to the lesson. Students may also collaborate with peers through the use of the online platform and participate in small group or 1:1 learning activities with non-classroom educators from the school.

Elementary Student Schedule Components
School-Wide Morning Message
Small-Group / Circle Time (SEL focus)
Reading
Specials/Essentials
Lunch
Math
Nap/Recess/Breaks
Writing / Social Studies / Science
Small-Group / Circle Time (SEL focus)



Role of Synchronous Experiences
<p><b>School-Wide Morning Message</b></p> <p><i>Zoom or Google Meets will be used to broadcast a whole school morning message from administration to students in classroom and at home. This will not be recorded.</i></p>
<p><b>Small-Group / Circle Time (SEL focus)</b></p> <p><i>Zoom or Google Meets will be used to engage students in-person and online in a shared social emotional learning lesson, daily check in, or team activity. This will occur at the start and end of each day and will not be recorded.</i></p> <p><i>Daily attendance will be taken during this time for consistent record-keeping purposes.</i></p>
<p><b>Core Instructional Blocks</b></p> <p><i>Teachers will utilize Zoom or Google Meets to capture their mini-lessons or direct instruction in three core sections of the day: Reading, Math, and a flexible block of Writing/Socials Studies/Science.</i></p> <p><i>Following the mini-lesson or direct instruction, the virtual meeting will be ended and students will engage in learning activities offline or in-person.</i></p> <p><i>Only the teacher will be recorded and uploaded every Wednesday (or sooner) to allow students to access instruction asynchronously.</i></p>
<p><b>Specials/Essentials</b></p> <p><i>Specials or essentials will be largely asynchronous except when teachers identify needs for direct instruction (such as introducing the unit or conducting a shared discussion. These opportunities will be identified in the weekly overview with links to any synchronous sessions.</i></p>

## Structures & Operations

### Sample Secondary Student Schedules

The student day will remain consistent whether in-person or online in order to support the executive functioning skills of students while maintaining a coherence of instruction regardless of the student's setting. Individual school schedules will vary depending on the number and rotation of courses per day as well as the role of college course requirements.

**In-person learning** will consist of mini-lessons and direct instruction followed by physically-distanced small groups, additional individual support, and engaging learning activities connected to the lesson.

**Online learning** will consist of synchronous viewing of the mini lessons and direct instruction via Zoom or Google Meets. During these times, only the teacher will be on camera while delivering the lesson to students physically present in class. Following the mini lesson or direct instruction, the virtual session will end and online students will engage in independent practice and engaging learning activities connected to the lesson. Students may also collaborate with peers (or even in a whole class discussion) through the use of the online platform and participate in small group or 1:1 learning activities with non-classroom educators from the school.

Secondary Student Schedule Components
Morning Check In
Block 1
Block 2
Lunch
Block 3
Block 4
Advisory

Role of Synchronous Experiences
<p><b>Morning Check-In</b></p> <p><i>Zoom or Google Meets will be used to engage in a morning check-in with home base teachers (homeroom, anchor, etc. depending on school) to students in classroom and at home. This will not be recorded.</i></p>
<p><b>Advisory</b></p> <p><i>Zoom or Google Meets will be used to engage students in-person and online in a shared social emotional learning lessons, regular well-being check-ins, or team activity. This will occur regularly depending on individual school structures and will not be recorded.</i></p>
<p><b>Instructional Blocks</b></p> <p><i>Teachers will utilize Zoom or Google Meets to capture their mini-lessons or direct instruction in each course. Attendance will be taken in each course (virtual or physical presence) for consistent record-keeping purposes.</i></p> <p><i>Following the mini-lesson or direct instruction, the virtual meeting will be ended and students will engage in learning activities offline or in-person.</i></p> <p><i>Only the teacher will be recorded and uploaded every Wednesday (or sooner) to allow students to access instruction asynchronously.</i></p>
<p><b>College or Partnership Courses</b></p> <p><i>LEARN secondary schools partner with many colleges, universities, and the College Board to offer advanced level courses. Schools will work with these organizations to determine additional requirements or practices to assure alignments of expectations and effective delivery of instruction.</i></p>



## Structures & Operations

### Expectations

Collaboration and flexibility have never mattered more. Health and safety are our top priorities. Providing high-quality in-person and online learning while supporting students, families, and colleagues requires constantly improving how we work together and how we serve students. Additional staff guidance for specific roles will be provided to promote consistency and equity of experience within the hybrid model.

Family Expectations	
Students will...	Parents / Guardians will...
Actively engage in learning and put forth best efforts both in-person and online	Support learning by creating routines and structures that promote consistency and focus as much as possible
Complete and submit work in a timely manner	Communicate early and often regarding barriers to student or family success
Maintain high standards of behavior at all times and in all forums	Work with schools in a solutions-focused manner to address difficulties when they arise
Utilize educator feedback to reflect, redo, or accelerate learning	Participate, as much as possible, in family opportunities for ongoing collaboration and communication
Support one another	
Communicate struggles, successes, and needs	

Staff Expectations		
Classroom Teachers will...	Non-Classroom Staff will...	LEARN will...
Engage in professional development and planning to support hybrid instruction	Support student learning through small group sessions both online and in-person	Provide initial and ongoing professional development
Remain flexible and solutions-focused in the design and implementation of lessons to meet the needs of all learners	Collaborate in teams, including the Care Team, to support all students and families	Implement feedback from students, families, and staff
Provide learning overviews, provide feedback, and upload learning materials for asynchronous support on a weekly basis	Support classroom teachers during the implementation of synchronous learning activities	Make decisions based on feedback and in keeping with current data/guidance regarding health and safety
Plan and implement engaging lessons built on opportunities for synchronous learning, applied practice, and collaboration		Utilize work group opportunities, the Coordinator of Online Learning, and all district staff to support all educators in the implementation of the hybrid model
		Provide ongoing supports to families to meet needs ranging from technology and access to topic-based Parent University sessions



## Instructional Design & Delivery

Instructional staff co-create and deliver coherent units that are aligned to prioritized learning standards and include student learning objectives, engaging and learner-centered work, and aligned assessments. LEARN's Instructional Priorities Work Group will create and provide professional development related to a framework for prioritizing content and skill standards for each grade level or course.

As they design coherent units, instructional staff collaborate to design weekly instructional overviews to provide families with the information and tools they need to support learning at home. While these plans will be similar for groups of students in the same subject areas, grade bands, or mastery levels, they are differentiated to include support and services for students per their IEPs and 504 plans, as well as language and other family needs.

Instructional staff collaborate throughout the week to deliver instruction, provide feedback to students, and strengthen family-school learning partnerships. How instructional staff share responsibilities will differ based on each team's members. When determining how best to collaborate to design and deliver instruction, teams will consider team members' strengths, at-home responsibilities, and other constraints.

### Learning Management System

Students in grades PK-2 will use Seesaw and students in grades 3-12 will use Google Classroom as their primary Learning Management Systems (LMSs). Schools will use consistent layouts across classes and grades.

### Designing Instruction

**Priority Learning Standards:** With a focus on the depth of student learning and not the pace, instructional teams will prioritize content by leveraging the structure of mathematics and ELA/literacy standards. Other content areas will similarly prioritize learning standards and adapt scope and sequences to develop deep student learning.

**Coherent Units:** Instructional staff will develop coherent, culturally responsive and sustaining units centered on priority learning standards. These units will include learning objectives, appropriately challenging learning experiences and supports, and assessments.

**Learner Framework:** Instructional staff will design engaging, flexible learning experiences within each unit that empower students to own their learning and engage in productive struggle using the CSDE's Learner Framework Model<sup>2</sup> that is designed to be:

- **Learner Connected:** Students will engage in learning that transcends location, connecting them to a strong and deep set of supports.
- **Learner Focused:** Students will be empowered to develop and reflect on their understanding of their needs, strengths, and interests.
- **Learner Led:** Students will be empowered to take ownership of their learning.



## Instructional Design & Delivery

### Student Support Strategies

#### Instructional Support Teams

Following synchronous minilessons or other direct instruction, students will work independently, collaborate with peers, and complete enrichment activities.

In-person class days represent a tremendous opportunity for teachers to work individually and in small groups to provide feedback, accelerate learning, or provide additional supports.

Online days represent an opportunity for non-classroom educators to work with individuals or small groups of students in a virtual setting. Interventionists or other educators can support learning by re-teaching prerequisite content to fill gaps, pre-teach upcoming material, review new materials, or accelerate learning.

#### Wednesday Planning and Collaboration

Learning on Wednesdays will be largely independent to allow educators to plan and connect with one another as well as with individual students and families.

Instructional staff meet every Wednesday to plan, analyze student work, and adapt curricula for student and teacher needs. Staff also collaborate to design weekly learning plans, including for students with IEPs and English Learners.

The remainder of the day on Wednesdays will be used for individual or family meetings and to engage in ongoing professional development. LEARN will be producing a guidelines for Wednesdays to assure equitable and efficient support of educators, students, and families.

### Measuring Learning

#### Ongoing Assessment and Mastery-Based Grading

Units and weekly instruction will be adjusted to prioritize content and skill standards that are essential for each grade level or course.

Students will

- Engage in challenging learning experiences based on prior knowledge and learning needs
- Engage in productive struggle
- Progress at a pace that fits learning needs with opportunities to receive support or acceleration
- Demonstrate evidence of learning in multiple ways
- Recognize the importance of mastering a skill over traditional measures for demonstrating mastery
- Advance or go deeper after demonstrating mastery

#### Monitoring Student Learning

Using formative practices and mastery-based grading, instructional staff will closely monitor student progress, log student learning via PowerSchool, and collaborate to coordinate supports and student enrichment.

Students will have the ongoing opportunity to work toward improvement in order to demonstrate mastery.

Wherever possible, student work will be completed and shared electronically and in the online platform to allow a consistent location for submitting work and receiving feedback from the teacher.



## Instructional Design & Delivery

### Grading Policies

Hybrid learning provides an opportunity to engage and empower small groups of learners while allowing individuals to build and demonstrate proficiency in a variety of ways and at a pace that fits their learning needs.

In elementary schools, students will be graded on a set of priority standards established by grade level teams of teachers.

Unlike quarter four of the 2019-2020 school year, high school students will receive report card grades for learning that takes place within the hybrid model.

Secondary school courses will also focus on priority content and skill standards which will be measured through a variety of projects, assessments, and application activities. Grade will be maintained in PowerSchool to allow teachers and families to recognize students who are progressing and students in need of additional supports.

### Attendance

Consistent attendance for in-person and online instruction is expected.

Attendance will be recorded during the initial synchronous morning meeting/circle in elementary schools. Secondary school attendance will be recorded for each class.

It is essential that sick individuals do NOT come to school. The hybrid model allows the flexibility needed to promote coherent experiences should a student be in school or at home. Students and families should communicate with the school if an absence is necessary to determine what modifications can be made to assure ongoing student learning.



### Calculating Grades

To determine a cumulative grade for the end of a grading period, teachers will aggregate a student's performance on work projects, content assessments, and application activities using a common formula, producing a grade for the quarter.

### Additional Feedback

In addition to course grades, teachers will provide a variety of verbal and written feedback throughout instruction, both in-person and via the online learning management system.

### Student Promotion and Graduation

Student promotion and graduation both depend on demonstrating cumulative mastery (receiving a "passing" score) and demonstrating achievement of all graduation competencies.

## Instructional Design & Delivery

### Students with IEPs and/or 504 Plan

Instructional staff will collaborate to develop individualized learning plans that meet the needs of students with IEPs. These plans, which include family resources, are shared with families. An instructional staff member will explain to the family the plan, how to support the student, and who to contact with questions.

Special education administrators and coordinators will review and contribute to the development of these plans.

### Strategies for Students with IEPs and/or 504 Plans

**In-Person Services and Synchronous Specialized Supports and Services:** LEARN is awaiting guidance from the Department of Education regarding planning and delivery of supports and services for students with IEPs.

**Family-Teacher Collaboration:** Instructional staff and related service providers will work with families to model effective strategies that can be used to support student development at home. Additionally, teachers will work with families to monitor student progress on developmental and learning objectives.

**Ongoing Communication:** LEARN will provide ongoing general updates and information regarding the delivery of services based upon evolving State Department of Education guidance. In addition, Student Support Services staff and/or 504 coordinators will reach to out to families regarding individual student plans.



## Instructional Design & Delivery

### English Learners

Instructional staff will collaborate to develop tailored learning plans that meet the needs of English Language Learners. These plans, which include family resources, are shared with families. An instructional staff member will explain to the family the plan, how to support the student, and who to contact with questions.

English Language coordinators will review and contribute to the development of these plans.

### Strategies for English Learners

**Accessibility:** Teachers will collaborate with bilingual and EL educators to provide instructions and materials in multiple languages. LEARN utilizes School Messenger to communicate with families in their primary language. Additional electronic resources and language tools will be implemented to provide additional student and family support.

**Learning Acceleration:** Instructional staff will meet with students on in-person days and virtually as needed to support English Learners and enable them to participate meaningfully in general education classes. Non classroom staff will also provide additional outreach and support during online learning days. These supports include: providing multiple exposures to vocabulary and explicit language instruction, activating background knowledge, using home language strategically, modeling metacognitive strategies, pre-teaching texts to be taught in content areas, and other research-based strategies.

**Practice and Collaboration:** Through small-group and one-on-one online and in-person learning opportunities, English Learners will continue regularly to engage in live speaking and listening practice and to form relationships with educators and peers. Students will also collaborate to practice producing written and spoken components of content-specific projects.



## Learning Community

### Social-Emotional Support Strategies

**Advisory/Circle Time:** All LEARN students will participate in daily small-group advisory or circle time to strengthen the sense of belonging among teachers, staff, and peers. This is especially important during hybrid learning in order to promote a sense of community among all students in a class. During this time, staff mentor students and reinforce social-emotional competencies. Students and staff may also coordinate 1:1 mentoring or family check-ins.

**Student Engagement Check-Ins:** Staff will meet at regular intervals to identify students who may be struggling socially, emotionally, or academically. During this time, staff keep track of warning signs for specific students. For students who appear to be experiencing hardship or who have been absent or without communication for more than two days, staff will coordinate planned outreach, including by involving counselors and administrators.

**Care Teams:** These teams will be created in each school to help students who have been most adversely affected by COVID-19. Through one-on-one check-ins, counseling sessions, and partnerships with outside organizations, the Care Team helps students cope with grief, stress, and anxiety. The team also connects families to community resources as needed. The Care Team meets regularly to problem solve together. This team manages referrals to outside organizations.

### A Tiered Approach to Social-Emotional Support

All students receive social-emotional support and have the opportunity to develop close relationships with peers and school staff through small-group advisory sessions that meet daily. Social-emotional skill development is also interwoven in teacher pedagogy designed to empower and connect students, building their capacity to collaborate and engage in healthy and meaningful relationships.

By maintaining close relationships with students, developing clear channels for staff to identify and communicate student needs, and preparing additional social-emotional supports, the district will meet student needs as they arise. When student or sub-group specific needs arise, the school implements responsive tiered supports. For example, when a student is absent two or more days without communication, the school will launch its student re-engagement services. Advisors, teachers, and administrators coordinate family outreach and try to communicate with families through multiple channels, including home visits. Other tiered supports include providing mentoring, counseling, and similar services; creating and implementing alternative schedules; engaging in more frequent family communication and support; and adjusting the balance of synchronous and asynchronous instruction.

The Care Team offers further support to students and families, collectively problem solving, co-creating solutions, and monitoring results to ensure that all students are able to engage fully in school. The Care Team may also coordinate in-person services for students and families, as needed.



## Learning Community: Family Engagement

The school-home partnership is more critical than ever in support of high-quality learning. School will identify and dismantle barriers to successful relationships; will build strong relationships and collaborate with families in new ways; and will communicate with families in caring, thorough, coordinated, and predictable ways.

**Regular Check-ins:** Instructional staff will conduct regular check-ins with each family. Staff and families will discuss the student's engagement and progress; how educators and families can support student learning; student social-emotional wellbeing; family wraparound needs; and connectivity and device issues for referral to the Coordinator of Online Learning.

**Instructional Overviews:** Teachers will post weekly plan overviews using the LMS. The overview will describe what students will be learning and what lessons, assignments, and tasks to expect. Staff will also provide family resources to support and reinforce student learning at home.

**Translated Communications and Student Instructions:** Teachers will work with ESL educators and administrators to use resources for communicating with families in their home language.

**School and District Updates:** The LEARN website will include a COVID information page incorporating district-wide announcements and resources. If public health or other considerations require immediate changes in school operations, staff will update families by email, phone, text, or other preferred forms of communication.

**Family Supports:** LEARN's newly appointed Coordinator of Online Learning will organize and host a series of "Parent University" sessions. These online sessions will provide families with resources to support online platforms and resources as well as additional ways to support student learning and health at home. All sessions will be recorded for families who are unable to attend.

**Coffee Hours/Town Halls:** District administrators will host a virtual coffee hours and town hall meetings for families to build relationships, including by answering questions, providing updates, and soliciting feedback. These sessions will be recorded for families who are unable to attend.

**Services for Families of Students with IEPs and/or 504 Plans:** Instructional staff will provide tailored supports to families of students with IEPs, including by making explicit in students' weekly plans the instructional strategies used to help students meet learning goals, by sharing and modeling strategies families can use at home to reinforce student learning and growth, and by providing additional supports and instruction as needed.



## Systems for Improvement

Administrators and staff will engage in ongoing improvement and learning to ensure that the quality of pedagogy, service provision, and family support and collaboration is strong and improving; to eliminate disparities in access and outcomes by race, income status, IEP status, and primary language spoken; and to facilitate progress toward the district's vision. Information will be collected to assess the quality of service to date, and steps will be taken to make meaning of the information together with district leadership, staff, families, students, and key community partners.

To learn whether...	We will measure...	Using data from...
Our operations support students, families, and staff	<ul style="list-style-type: none"> <li>• Student and family satisfaction with school communications, engagement, support</li> <li>• Staff satisfaction with communications, engagement, and support</li> </ul>	<ul style="list-style-type: none"> <li>• Student and family surveys</li> <li>• Staff surveys</li> </ul>
Our curriculum and instruction support effective and coherent, culturally responsive and student-centered instruction	<ul style="list-style-type: none"> <li>• Student engagement and ownership</li> <li>• Quality of curriculum, instructional units, lesson plans, and LMS class pages</li> <li>• Quality of student-centered instruction</li> <li>• Quality of culturally responsive and sustaining pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative records (e.g. attendance and engagement data from learning platforms and from synchronous sessions)</li> <li>• Ongoing student work</li> <li>• Ongoing virtual walk-throughs and school leader meetings</li> </ul>
Students are learning	<ul style="list-style-type: none"> <li>• Student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative assessments</li> <li>• Progress on IEP goals and objectives</li> </ul>

## Systems for Improvement

To learn whether...	We will measure...	Using data from...
We are developing a learning community that promotes social-emotional wellbeing	<ul style="list-style-type: none"> <li>• Student comfort and satisfaction in the hybrid learning model</li> <li>• Level and quality of student interactions and collaboration</li> <li>• Family comfort and satisfaction with distance learning</li> <li>• Level and quality of school-family interactions and collaboration</li> <li>• Staff comfort and satisfaction with distance learning</li> <li>• Level and quality of staff interactions and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Student, family, and staff surveys</li> <li>• Student feedback during morning meetings, circles, advisory, or other check-ins</li> <li>• Ongoing teacher observations of student collaboration</li> <li>• Ongoing administrator virtual walk-throughs and instructional/coaching rounds</li> <li>• Ongoing administrator observations of staff collaboration</li> <li>• District leadership virtual check-ins during staff meetings</li> </ul>
Our continuous improvement systems are working	<ul style="list-style-type: none"> <li>• Efficacy of collaborative problem-solving sessions</li> <li>• Improvement on student, family, and staff experience responses</li> <li>• Acceleration in student learning outcomes and closure of opportunity and outcome gaps (e.g. by race, income status, IEP status, and primary language spoken)</li> </ul>	<ul style="list-style-type: none"> <li>• Student, family, and staff surveys</li> <li>• Student feedback during morning meetings, circles, advisory, or other check-ins</li> <li>• Ongoing assessments and examination of student work</li> </ul>

