



**Phase I**

**3 Weeks before school**

**LEADERSHIP**

\_\_\_Purchase Learning Cultures Online training course for all teachers. Assign Course 1 to be completed by Learning Cultures Training.

\_\_\_Identify all Leads

\_\_\_Big History curriculum is assigned to 'placeholder' course for outgoing 8<sup>th</sup> grade and incoming 9<sup>th</sup> grade

**2 Weeks before school**

**LEADERSHIP**

**ASSESS**

\_\_\_Create assessment archives (e.g., Dropbox/GoogleDocs/physical filing system)

**CURR**

\_\_\_Syllabus writing PD (decluttering; emphasizing student as locus of curriculum)

**PD:** insure all staff can log onto LC online course

**1 week before school**

**LEADERSHIP**

\_\_\_Create Organizational Chart depicting how Lead Projects, Keepers, Grade Teams, Department Teams, Support Staff function as a unit.

\_\_\_Pre-record evaluations completed by end of B1 of Classroom Environment with documentation to principal (peer-to-peer feedback is an option)

\_\_\_Schedule weekly meetings between principal and leads; and plan strategy to share information and establish implementation accountability system

\_\_\_Student forms: insure LC Permission Consent Form is signed

\_\_\_Planning expectation messaged to all teachers (each week present at least one new resource to students—teach it through a brief overview/procedural lesson—and post it publically. Teachers should submit new references with their plans

\_\_\_Develop archive for teachers to upload weekly lesson plans detailing assessment data (in cases where lesson was 'grass roots')

\_\_\_Determine instructional vs. non-instructional days and issue Conference and CUR mandates

**ASSESS**

\_\_\_CBM materials are prepared

\_\_\_In consultation with leadership, a draft of a 'school narrative' is created using existing data

\_\_\_Organize CBM procedures and materials

\_\_\_Prepare SEA (Social-emotional assessment)

\_\_\_Student sections of rubrics are laminated and affixed to Format artifacts (e.g., CUR Rubric in CUR bins; Conference Rubrics on Conference Binder, etc.)

**CURR**

\_\_\_Genre exposure lessons prepared for Weeks 1-3 in all subjects

\_\_\_Grade/Subject curriculum syllabi reviewed by end of B1

\_\_\_Course syllabi prepared and submitted to Curriculum Team

\_\_\_Field Education Plan: PD to teachers the Field Education Curriculum, planning, and accountability (minimum 6 educational trips a year)

**CULTURE**

\_\_\_ Establish system to monitor that each student receives Social Contract Talk (i.e., take attendance in classes where it is given; note names of missing students and arrange another opportunity; keep track of newly registered students and make sure they have access to Talk digitally).

#### **PD**

\_\_\_ Learning Cultures training for all teachers (Courses 1&2; Course 3 lectures on Activity Block, Work Time, Cooperative Unison Reading, Learning Conferences and Share)

\_\_\_ Assign LearningCulturesOnline courses appropriately: Each grade/department should have one expert in each lecture (having thorough knowledge of lecture and downloadable documents). Document experts so they can be utilized by leadership for PD.

\_\_\_ Assign new hires to become an expert in one or more lectures

\_\_\_ Peer observations of Classroom Environments (check rooms against Rubric)

### **WEEK 1**

#### **LEADERSHIP**

\_\_\_ Walk-throughs to assess for Social Norms. Brief existential coaching with teachers in Lesson Formats to secure positive social norms.

\_\_\_ Monitor for quality control, and connect teachers in need of support with 'resident experts' (PD lead compiles list of resident expertise)

#### **ASSESSMENT**

\_\_\_ Cycle I progress monitoring (CBM) training to support all teachers in Oral Reading Fluency assessments with follow-up competency feedback to students. School-wide plan for writing fluency and MAZE assessments.

#### **CULTURE**

\_\_\_ Keepers of the Culture nominations in returning grades are made (7-8 in middle school; 10-12 in high school)

\_\_\_ Social Contract Talk given in all classrooms

\_\_\_ School-wide Progressive Consequences/ Ladder of Consequences is developed with some student input

\_\_\_ Back-up system is in place with all teachers and students briefed on procedures

\_\_\_ Promise meetings conducted with returning students who receive principal referrals

#### **CURRICULUM:**

\_\_\_ Genre exposure begins-and genre exposure assignments are given

\_\_\_ Work Time is in place from Day 1 with teachers implementing Conferences and small group work --

\_\_\_ Students are systematically introduced to the Learning Cultures model (formats/personal responsibility/rubrics); and a school-wide system is adopted (to prevent repetition and redundancy)

\_\_\_ Learning Cultures orientation: Students are taught the Formats, their responsibilities, target goals, and how to meet them). Student sections of rubrics are referred to and used in Format activity.

\_\_\_ PD staff on 'behavior of genre' framework, learning conference protocol, R-Team protocol, and format diagrams (LC classrooms; CUR; Learning Conferences) so that they can, in turn, teach the respective ideas to kids.

\_\_\_ PD on curriculum resources: where to find them, how to share them, how to document them for review

#### **PD**

\_\_\_ LC Training Course: Delegate components of Courses 2 & 3 to department/grade point people with instructions for PD (coordinate with PD Lead)

\_\_\_ Complete PD-at-a-Glance document incorporating school goals, PD opportunities, learning venues and opportunities

## **WEEK 2**

### **LEADERSHIP**

\_\_\_ Teachers in Need of Immediate Improvement for Classroom Environments and Social Norms are identified by end of W2 (via school walk throughs—schedule conference, action plan, follow-up informal)

\_\_\_ List of students who receive principal referral are analyzed for those who need immediate Intervention

\_\_\_ Schedule of public education/open house events are scheduled in collaboration with Community Education lead

\_\_\_ Continue brief existential coaching in Lesson Formats with teachers to secure positive building-wide social norms.

\_\_\_ Execution of Ladder is secured in classrooms and fortified with 'on-call' system. Response time is no fewer than 5 minutes (i.e., create system of 'back-up' for on call, utilizing teachers, deans, counselors and principal). Responses that reach principal will allow leadership to understand patterns of behavior 'hot spots.'

\_\_\_ Request curriculum resource lists from all teachers/grades/departments

### **ASSESSMENT**

\_\_\_ Cycle I progress monitoring (CBM) begins (SEA and DRP begin)

### **COMMUNITY EDUCATION**

\_\_\_ LC Presentation for parents/guardians: "What to expect"

\_\_\_ Schedule of community education/open house events are scheduled in collaboration with Leadership

### **CULTURE**

\_\_\_ Teachers in need of Social Norms support are identified by leadership and provided coaching support through PD (coordinate with PD lead)

\_\_\_ Interventions begin with Keepers involvement

### **CURRICULUM**

\_\_\_ Content subject orientation completed by end of Week 2 (students are introduced to the discipline, its structure, standards, and curriculum scope-and-sequence)

\_\_\_ Introduce 'documentary diet' and 'audio-book archive' assignments

\_\_\_ Year-long plan for pre- and post-tests and Content Questions, and Learning Targets Handout. Strategize and plan to address the test as written genre form, and balance exposure to all pertinent conventions and elements (e.g., short- and extended response, multiple choice, essay, map reading and interpretation, story problem, etc).

### **PD**

\_\_\_ Lead support: Leads participate in inter-visitations and coach one another on high-impact formats

\_\_\_ PD survey is administered to staff

\_\_\_ Teachers in need of Social Norms support are identified by leadership and provided coaching support through PD (coordinate with PD lead)

\_\_\_ PD for development of assessments (coordinate with Curriculum Lead to support teachers across LC schools to develop year-long plan for R-Team assessments)

\_\_\_ Training on Responsibility Teams provided for all teachers (Learning Cultures course #3)

### **WEEK 3**

#### **LEADERSHIP**

- \_\_\_ Revise 'school narrative' in consultation with Assessment Lead to have ready for parent open house/community education
- \_\_\_ Review teachers' lesson plans for accompanying assessment data (for 'grass roots' lessons), quality of examples, and breadth of coverage
- \_\_\_ Field Education check in (remind teachers about Field Education Curriculum obligations)

#### **ASSESSMENT**

- \_\_\_ School narrative is revised in consultation with leadership
- \_\_\_ DRP and SEA completed (insure all teachers submit data).
- \_\_\_ CBM assessment results are compiled and analyzed in consultation with leadership and Code Blue Lead

#### **Code Blue**

- \_\_\_ Analyze initial round of CBM data
- \_\_\_ Identify preliminary Code Blue Subgroups (e.g., 'emergent,' 'language,' 'dispositional')
- \_\_\_ Coordinate with Curriculum Lead to plan 'workout plans' for Code Blue subgroups

#### **Community Education**

- \_\_\_ Coordinate with PD and Curriculum Leads to plan monthly Learning Cultures public information/PR events
- \_\_\_ Coordinate with Leadership and Assessment Lead to present 'school narrative' at public information events

#### **CULTURE**

- \_\_\_ Keepers are enlisted to develop attendance-monitoring plan
- \_\_\_ Keepers Summit is planned (digital conference is encouraged if physical distance is a barrier)
- \_\_\_ Assess for students in need of Behavior Intervention
- \_\_\_ Keepers are enlisted to join Behavior and Academic Interventions

#### **CURRICULUM**

- \_\_\_ Responsibility Teams and content subject curriculum begins
- \_\_\_ "Big History" curriculum begins in designated area (e.g., 9<sup>th</sup> grade Reading/6<sup>th</sup> grade reading/advisory)

#### **PD**

- \_\_\_ *Learning Sites* are identified ('go-to' classrooms for areas of need/focus)
- \_\_\_ Teacher Surveys, Self Assessments, Holistic Assessments collected/analyzed
- \_\_\_ Survey results are analyzed, interpreted and an initial action plan developed.
- \_\_\_ Professional Learning Groups are formed (AKA, 'Pods'), and preliminary cycles are scheduled to focus on CUR and Learning Conferences
- \_\_\_ A Learning Cultures curriculum timeline is developed to systematically lead teachers through the Learning Cultures training program (including review of downloadable documents and activities)
- \_\_\_ First cycle of PD Learning Teams begins (Pods, PLCs, Labsites)

## **Week 4**

### **Leadership**

- \_\_\_Teacher Evaluations of Social Norms and Work Time completed by end of W4
- \_\_\_Initial teacher conferences completed (with reference to data compiled by PD committee and with attention to the 'holistic assessment of professional learning')

### **Assessment**

- \_\_\_Data management system is functional (allowing teachers and students to access progress monitoring data)
- \_\_\_PD teachers on how to access and use CBM data in conferences

### **Curriculum**

- \_\_\_Social Survey is administered consistently in R-Teams. PD teachers to learn how to help kids use SS data to make goals and provide peers with useful suggestions for SEL.
- \_\_\_PD Field Education

### **Code Blue**

- \_\_\_Identify target subgroups and plan sample 'workouts' to share with staff
- \_\_\_Distribute Code Blue caseload to point people
- \_\_\_Code Blue PD training—logistics and check-in/accountability system

### **Culture**

- \_\_\_Intellectual Social Contract Talk given (How curriculum is organized to support student intentions and how personal responsibility plays a role)
- \_\_\_Planning for Keepers Summit

### **PD**

- \_\_\_Teachers' learning plans are submitted
- \_\_\_Analysis of teacher learning plans for PD needs and trends
- \_\_\_Coordinate with Code Blue Lead and Curriculum Lead to provide training in Workout Plans
- \_\_\_Spot-check classroom environments: Peer inter-visitation against Rubric (insure for Word Cards; CUR bin materials; CUR sign-ups)

## **Week 5**

### **Leadership**

- \_\_\_Spot-check R-Team procedures across classrooms for consistency and quality of CUR/GISTING
- \_\_\_Spot-check quality of resources in classrooms (review teachers' resource lists)
- \_\_\_Request Field Education plans

### **PD:**

- \_\_\_Formal PD system begins (all teachers begin personal PD plan)
- \_\_\_Cooperative Unison Reading PD: Procedures, quality of discourse, use of supporting materials

### **CULTURE**

- \_\_\_Keepers Summit
- \_\_\_Keepers in grades 6 & 9 are nominated
- \_\_\_Keepers in grades 7-8 and 10-12 are re-nominated (by school decision)

### **CODE BLUE**

- \_\_\_In conjunction with grade teams, Workout Plans are created for all 'Code Blue' students

### **CURRIC**

- \_\_\_Provide PD to staff on Code Blue Workout Plan curriculum protocol
- PD

## **Week 6**

### **Leadership**

- \_\_\_Coordinate with Assessment Lead to revise 'school narrative'
- \_\_\_Spot-check CUR procedures, quality of discourse, recordkeeping

### **ASSESS**

\_\_\_A revised version of the 'school narrative' is created using existing data.

## **CURRICULUM**

\_\_\_Review Field Education reports

### **Week 7**

Leadership

\_\_\_Spot-check Conferences

\_\_\_Spot-check and trouble shoot Code Blue Workout Plans across classrooms (are kids' following them?)

\_\_\_Spot-check students have participated in a Field Education experience

### **Week 8**

**Leadership**

\_\_\_Meet with Code Blue, Curriculum and PD Leads to trouble-shoot Workout Plan roll-out and plan follow up PD

\_\_\_Second round of evaluations (focused on individual teachers' 'hot spots' from R-Teams/CUR/Conferences/Social Norms) with corrective feedback and action plan

\_\_\_Instructional equity: 1<sup>st</sup> set of tallies

**Code Blue**

\_\_\_Message to teachers challenged to support Code Blue caseload students about the need for PD

**PD**

\_\_\_Code Blue quality PD: Strategies to hold kids accountable

\_\_\_Spot-check environment: Peer inter-visitation against Rubric

\_\_\_Interface with Leadership to support teachers' emerging PD needs

**ASSESS**

\_\_\_Cycle 2 progress-monitoring is planned

### **Week 9**

**Leadership**

\_\_\_Spot-check R-Team procedures

**ASSESS**

\_\_\_Cycle 2 progress monitoring administered, analyzed and communicated to Code Blue Lead

### **Week 10**

**Code Blue**

\_\_\_Code Blue cases are updated and communicated to students and teachers

### **Week 11**

Code Blue

\_\_\_Workout plans are revised (in coordination with Case Load point persons) in communication with or collaboration with students

**PD**

\_\_\_Workout plan support

### **Week 12**

**Leadership**

\_\_\_Spot-check Workout Plans for Code Blue kids

W10 -TCHR EVAL: 3 <sup>rd</sup> Teacher Evaluations completed for Record Keeping (CUR records and Conferences) with corrective feedback and action plan	W11 -INST EQUITY: High priority student conferences -PROF DEV: Inter-visitation PD Cycle II begins	W12 -PROF DEV: Framework for Professional Development focuses on CUR/Conferences
W13	W14 -Phase I Review	W15 -ASSESS: Cycle 3 progress monitoring -Prep for Phase II (Emphasis: Student achievement and PD— Maximizing potential of Framework for Professional Development)

## Phase II

W16 -TCHR EVAL: 4th Teacher Evaluations Complete (2 <sup>nd</sup> pass over CUR/Conferences or area of new focus)	W17 -INST EQUITY: High priority student conferences -PROF DEV: Inter-visitation PD Cycle III begins	W18
W19	W20 -INSTRUCTIONAL EQUITY: 2 <sup>nd</sup> set of tallies complete	W21 -ASSESS: Cycle 4 progress monitoring DRP complete -ASSESS: Analyze DRP for a) students who made no or below grade level progress and add to Code Blue case load; b) calculate average gains per classroom and assess classrooms where average growth was below grade-level norms
W22 -TCHR EVAL: 5th Teacher Evaluations Complete (3 <sup>rd</sup> pass over CUR/Conferences or area of new focus)	W23 -INST EQUITY: High priority student conferences -PROF DEV: Inter-visitation PD Cycle IV begins	W24 -Prep for Phase III
W25 Programming changes for next year	W26 -INST EQUITY: High priority student conferences -PROF DEV: Inter-	W27 -ASSESS: Cycle 5 progress monitoring

	visitation PD Cycle V begins -Phase II Review	
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**Phase III**

W28 -TCHR EVAL: 6 <sup>th</sup> Teacher Evaluations Complete (targeted to teacher's area of need/goal) with feedback to inform forward planning/Teacher Conference	W29 -INST EQUITY: High priority student conferences -PROF DEV: Inter-visitation PD Cycle VI begins	W30
W31 -INST EQUITY: 3 <sup>rd</sup> set of tallies complete	W32 -Phase III Review (student progress/curriculum quality/teacher evaluation)	W33 -Year-end Review -ASSESS: Cycle 6 progress monitoring
W34 -TCHR EVAL: Year-end Teacher Conferences completed -Prep for summer training, summer school, next year	W35 -INST EQUITY: High priority student conferences (summer goals to prevent losses)	