



SCHOOL SUPPORT INSTITUTES

School Support Institutes: Building Blocks

Welcome! As you enter, please complete the following...

If you haven't done so, please access the folder of resources for this session at this link: tinyurl.com/BBMaterials2020

Chat the following to “All Panelists and Attendees:”

- Your name
- Your school and position
- What are you hoping to take away from today's training?

Download These Documents Now

You'll need the following documents during the course of our presentation, so if you haven't already, please go ahead and do so now.

- Building Blocks Materials:
 - <https://tinyurl.com/BBMaterials2020>
 - Please download each of these documents, as we'll reference them throughout the training.
- Guide to Leadership Team Connecting:
 - <https://tinyurl.com/BBCall2020>
 - If you haven't already made a plan to connect with your leadership team, please review this guide and do so. You'll be asked to video call or conference call with your Leadership Team for part of this training.

IMPORTANT: Fill Out the Attendance Form

tinyurl.com/BBAttendance2020

This is how we're taking official attendance, so take a moment to do this now! If you have any issues with the form, please email team@schoolkitgroup.com now noting your issue.

Meet Lindsay |



Lindsay Freeman

- Based in Miami Florida
- Former Principal and Chief Academic Officer

Meet Brian

Brian Ricker

Webinar Features

- Chat Function
- Q and A
- Poll Function



Materials



SSI Building Blocks Session Materials May 2020

Document	Page Number(s)
2020 Summer Milestones	1-5
Sample Self-Assessment	6
K-2 Classroom Support Tool	7
3-12 Classroom Support Tool	8
Common Planning Time Support Tool	9-10
Exemplar LAP Summer Action Plan	11-21

Leadership Action Plan Self-Assessment					
LAP Element Strong Start Elements Included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All SSI/IBA schools have a defined instructional leadership team with explicit roles (including CL, SL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The "right" people on the team	We do not have a clear definition of who is on the instructional leadership team (ILT).	We have an ILT, but we do not have all the "right" people on it.	We have an established ILT that includes CL, SL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
2. All SSI/IBA schools have a clearly defined structure and frequency of those meetings.	Content and Structure	We need to establish a consistent meeting structure and determine a clear and consistent agenda for our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meeting with content that is aligned to our learning goals.	
	Scheduling	We do not have the correct structure for most content areas.	We have the appropriate structure for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Leadership Action Plan (LAP) Summer Plan			
LAP Element Number	LAP Element and Evidence	Evidence	Desired Date for 2020-2021
1	All SSI/IBA schools have a defined instructional leadership team with explicit roles (including CL, SL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	Provide a list of members of the school leadership team, their roles, and the schedule for convening the leadership team.	
Action Item			
	Owner	Deadline	



Supplemental Resource Packet

Resource Name	Brief Description	Page Number
Instructional Roles Guide	List of all instructional leadership positions and what those individuals have been trained to do	3-4
Creative Coverage Guide	Ideas for how to arrange for "creative" coverage to allow for common planning time	5-6
Sample Instructional Planning Calendar	Sample of a calendar that lays out how to plan for modular redelivery, unit unpacking, etc.	7
Guidetextbook Module Unpacking Guide (G 3-8)	Process for unpacking a guidetextbook module	8-9
Eureka Unpacking Protocol	Process for unpacking a Eureka module	10-11
Lesson Unpacking (ELA-Guidetextbook)	Process for unpacking a Guidetextbook lesson	12
Lesson Unpacking (Math)	Process for unpacking a Math lesson	13
Sample ELA PLC Agenda	Sample PLC Agenda for ELA	14-15
Sample Math PLC Agenda	Sample PLC Agenda for Math	16-17
2019-2020 Recap Docs	One recap per day of SSI training last year; includes key points from each pathway as well as links to all session materials.	18-23

tinyurl.com/BBMaterials2020

School system leaders across the state build plans to improve their schools.

The **improving school** is one where...



students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year,



students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job, and



teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

School Support Institutes (SSI)

The School Support Institutes will help school leadership teams ensure teachers are fully prepared to deliver high quality lessons.

Participants will choose one of three pathways for the entire training sequence:

1. Effective Common Planning
2. Observation and Feedback
3. Building Leadership

Each school system and school will be assigned to and attend all three sessions of their cohort.

Who:

- Principal who ensures teachers receive appropriate support to plan and to deliver
- Team member who supports teachers in understanding units and lessons within the curriculum and prepares teachers to deliver instruction during common planning time; and
- Team member who observes teachers regularly and gives feedback on curriculum implementation and classroom instruction.

Purpose of Building Blocks

If we are going to be in three different pathways, why are we all attending this session together?



Objectives and Actionable Outcomes

Objectives

Participants will:

- Learn about the Leadership Action Plan elements and self-assess how these structures currently exist in their schools/school systems
- Review/learn about tools and resources available to support them in this work
- Begin drafting their Leadership Action Plan and identify short-term goals for summer planning

Actionable Outcomes

Participants will:

- Take specific prioritized actions aligned to their LAP
- School leaders will hone and refine the LAP developed in this session, and ensure that members of their ILT and other members of their staff are equipped to complete the actions designated in the LAP.

Office Hours

Thursday May 28th from 1:00-3:00

<https://ldoe.zoom.us/j/91005357641?pwd=bytKdnVka1g3cGdLL09YK1BmSnI0Zz09>

Friday May 29th from 9:00-11:00

<https://ldoe.zoom.us/j/92086368130?pwd=cEd0NzQ0Tnl3ck9ObEp1U1kwVTUxZz09>

Our Time Together

Time	Session
8:30-8:45	Welcome and Opening
8:45-9:45	Self Assessment
9:45-10:30	Exploring Key Resources
10:30-11:45	Action Planning
11:45-12:00	Close and Next Steps

Let's Hear From You

Write in the chat one thing you or your team did that surprised you in the age of distance/virtual learning?

Write in the chat something you have learned professionally over the past few months that could inform your practice in the future?

Chat your reflections to “All Panelists and Attendees”

Norms

1. Be **present** and **engage** fully
2. Prepare for **productive struggle**
3. Use **technology** to **enhance your learning**
4. Create and maintain a **safe space** for professional learning
5. Find a **'third way'**



SCHOOL SUPPORT **INSTITUTES**

Introduction to the LAP and Self Assessment

Our Current Reality

COVID-19

Research: Coronavirus Learning Loss Could Put Some Students Behind a Full Year

By Dian Schaffhauser | 04/21/20

Apr 23, 2020 - Health

Education experts bracing for a year of learning loss from coronavirus



Rashaan Ayesh

Experts caution 'covid slide' looming for children out of school



By **Laura Jarrett** and **Yon Pomrenze**, CNN

🕒 Updated 10:55 AM ET, Mon May 4, 2020

In this session, we will...

- Review the Leadership Action Plan and build context for the indicators listed on it.
- Self assess where your school currently is and identify opportunities and challenges.

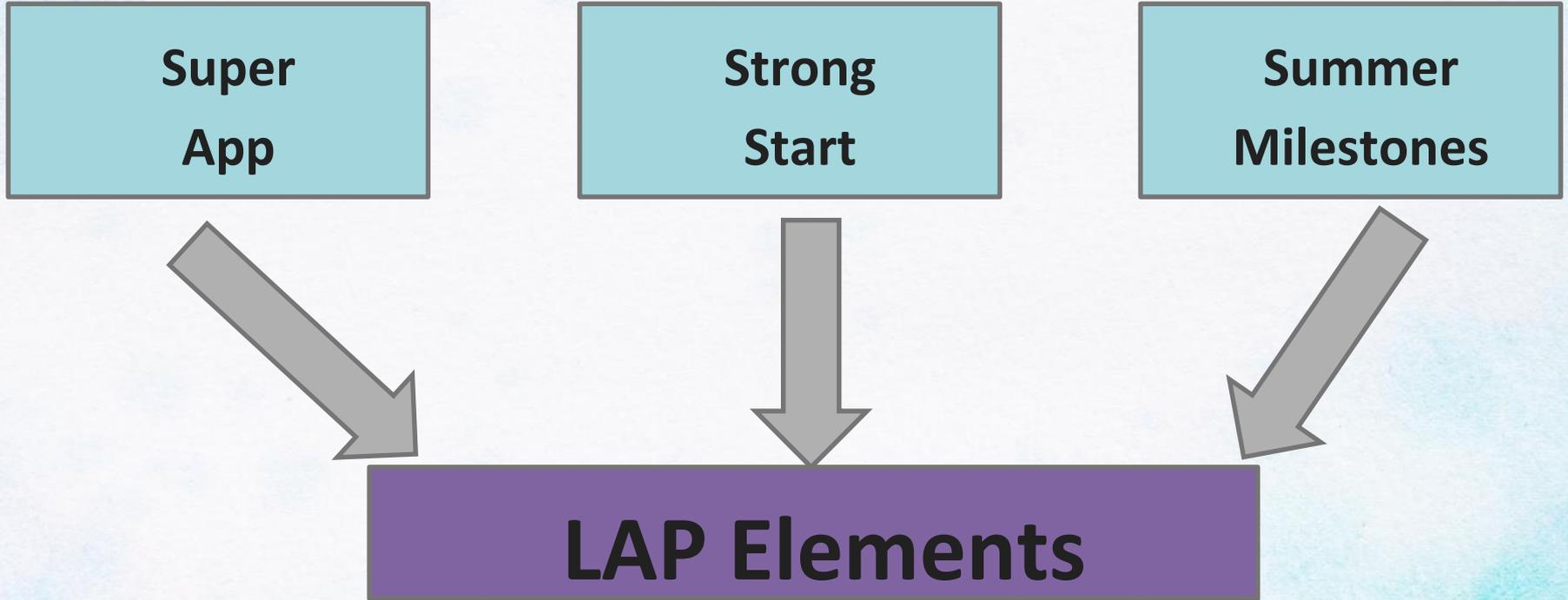
Revisiting the LAP Elements

- Includes all of the elements of the School System Professional Development Plan
- Designed to help each school in becoming its own personalized learning community
- Includes indicators relevant to providing curricular support to teachers, i.e., observation and feedback cycle, common planning time, and vendor partnerships

2020 Summer Milestones

LAP Element	Summer Milestone	Due Date
JULY		
1. All CIR/UJR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings. TAP schools are encouraged to use existing ILTs.	Provide a list of members, roles, and schedule for convening that group.	July 1
2. All teachers in all grade levels and core content areas receive <ul style="list-style-type: none"> • foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and • opportunities to collaboratively prepare for units and lessons. 	Provide <ul style="list-style-type: none"> • A schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery • A schedule for common planning for all ELA, Math, and Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels 	July 1
AUGUST		
1. All teachers in all grade levels and core content areas receive <ul style="list-style-type: none"> • foundational curriculum training, ongoing instructional training (including addressing 	Provide a list of ELA, Math, Intervention (Special Education, English Language, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need	August 1

You May Have Noticed



Support for Leadership Action Plan Development

LAP Element	Summer Milestone	School Support Structure
The Ideal State of an improving school	Foundational steps schools need to take in the summer to ensure success	How Networks track the progress of an improving school

Let's Review! (6 min)

pages 1-5 of the BB Session Materials Packet

Review the Summer Milestones. As you review, take note:

- What excites you?
- What makes you nervous?
- What questions do you have?

DEPARTMENT of EDUCATION
Louisiana Believes

2020 Summer Milestones

LAP Element	Summer Milestone	Due Date
JULY		
1. All CIR/UJR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings. TAP schools are encouraged to use existing ILTs.	Provide a list of members, roles, and schedule for convening that group.	July 1
2. All teachers in all grade levels and core content areas receive <ul style="list-style-type: none"> • foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and • opportunities to collaboratively prepare for units and lessons. 	Provide <ul style="list-style-type: none"> • A schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery • A schedule for common planning for all ELA, Math, and Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels 	July 1
AUGUST		
1. All teachers in all grade levels and core content areas receive <ul style="list-style-type: none"> • foundational curriculum training, ongoing instructional training (including addressing 	Provide a list of ELA, Math, Intervention (Special Education, English Language, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need	August 1

Let's Discuss!

Use the chat feature to share:

- I am excited by...
- I am nervous about...
- A question I have is...

COVID-19 Response Elements in the LAP Elements

3. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.

During periods of closure or modified operations, schools should be prepared to provide continuous instruction in non-core subjects, including CTE courses.

The bold text denotes explicit ways that we will plan to do this work virtually in response to COVID-19.

What might this look like?

LAP ELEMENT:

All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with ELA, Math, EL, and SPED teachers.

Schools should be prepared to do this virtually, if required.

- Determine the virtual platform: **How** will collaboration happen? (*Zoom, Google Hangouts, phone calls, etc.*)
- Determine a virtual schedule: **When** will it happen across the week?
- Determine how leaders will monitor and support: **What** documentation will you track? (e.g. agendas and planning notes in google docs)

What do these elements represent?

Desired State



LAP Element
<p>1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.</p> <p>TAP schools are encouraged to use existing ILTs.</p>
<p>2. All teachers in all grade levels and core content areas receive</p> <ul style="list-style-type: none">• foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and• opportunities to collaboratively prepare for units and lessons.

In order to reach our desired state, we must begin by...

**Current
State**



**Desired
State**

Let's Prepare: Review the Self Assessment *Individual Document: Self Assessment*

Leadership Action Plan Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Zoom In: LAP Elements

Leadership Action Plan Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Zoom In: Sub-Categories

Leadership Action Plan Self-Assessment

LAP Element Strong Start Elements include	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Zoom In: The Continuum 1 → 2 → 3

Leadership Action Plan Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Zoom In: Reflection

Leadership Action Plan Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Let's Read: Sample Reflection
page 6 of the BB Session Materials Packet (3 min)

Read the sample reflection for LAP Element #1

- What do you notice about this leader's reflections?
- Why is this such a helpful part of the self-assessment process?

Self-Assessment Sample Reflections

Reflections:

- Open and honest about challenges
- Provided specific examples of the challenges
- Considered root causes of the challenges

Let's Prepare!

In a moment, you will complete the self-assessment for your school.

YES

My team members are currently on this webinar.

NO

My team members are NOT on this webinar.

What if...

I'm attending this webinar as a district or network lead who isn't based at one school?

Complete the Self-Assessment

- **Exit** this webinar
- **Complete** the self-assessment
 - **If your team is HERE:**
 - Work together (Google Hangouts, Team Zoom, via phone, etc.)
 - **If your team is NOT HERE:**
 - Work independently and schedule a time to connect with your colleagues following this webinar
- **Set a timer** for 9:44!

See you back here at 9:44!

Welcome Back

Poll Questions!

Poll Question:

- 1) Which element of the LAP is your team's current strength?
- 2) Which element of the LAP requires the most attention/do you need to prioritize?

Q&A

Question Responses

ATTENDANCE

tinyurl.com/BBAttendance2020

This is how we're taking official attendance, so take a moment to do this now! If you have any issues with the form, please email

team@schoolkitgroup.com now noting your issue.



SCHOOL SUPPORT **INSTITUTES**

Exploring Key Resources

In this session, we will...

- Review changes to the *Classroom Observation Tool* and the *Common Planning Time Tool*
- Examine resources that may support you in addressing key elements of your LAP

2019-2020 Suite of Tools

DEPARTMENT of EDUCATION
Louisiana Believes

Observer: _____ Curriculum: _____ Date: _____ Grade Level: _____

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective instruction. The tool should be used to drive conversations between the observer and teacher on methods to improve curriculum implementation in the classroom.

Highly effective ELA classrooms are those in which all students understand, analyze, and evaluate complex, grade-level texts. Effective ELA classrooms are multifaceted. Classrooms are expected to have any indicator or task for fabricating grade walk-through.

Copyright © 2019, Louisiana Department of Education. All rights reserved. For more information, visit www.louisiana.gov.

Teacher Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Indicator 1: Students spend the majority of their class time solving curriculum-based math problems and explaining their reasoning.	A. Tier 1 curricular materials are being used in the classroom.			

DEPARTMENT of EDUCATION
Louisiana Believes

Observer: _____ Curriculum: _____ Date: _____ Grade Level: _____

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective instruction. The tool should be used to drive conversations between the observer and the teacher on methods to improve curriculum implementation in the classroom.

Highly effective ELA classrooms are those in which all students:

- Analyze complex informational texts
- Develop language and literacy skills which build their background knowledge
- Engage with a Tier 1 curriculum regularly and effectively

Effective ELA classrooms are multifaceted. Classrooms are expected to have any indicator or task listed during a single walk-through.

Teacher Actions	Look-fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Which focus of ELA instruction is being observed?	A. Tier 1 curricular materials are being used in the classroom.			

DEPARTMENT of EDUCATION
Louisiana Believes

Curriculum Implementation Observation Tool
Math

Observer: _____ Curriculum: _____ Date: _____ Grade Level: _____

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective curriculum implementation. This tool should be used to drive conversations between the observer and the teacher on methods to improve implementation in the classroom.

Highly effective math classrooms are those in which students:

- Engage with a Tier 1 curriculum regularly and effectively
- Spend the bulk of their time doing math and talking about math
- Receive appropriate and timely supports that allow them to spend a majority of their time in on-grade level work

Observer Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Indicator 1: Students spend the majority of the class time solving curriculum-based math problems and explaining their reasoning.	A. Tier 1 curricular materials are being used in the classroom. B. Students spend a majority of the time solving math from the curriculum. <i>If students spend a majority of the time watching the teacher work math problems, this indicator should score a "no."</i> C. Students have opportunities to talk about their mathematical thinking and build on each other's reasoning.			
Indicator 2: Pacing is on schedule so that students will engage with the full curriculum during the school year.	D. Within the year long scope-and-sequence, pacing is on schedule so that students will engage with all grade-level standards. <i>Access pacing calendar in the Louisiana Guide to Implementing specific curriculum.</i>			
Indicator 3: All students do on-grade level work with supports as needed.	E. Daily pacing allows students to consistently do a majority of the math problems/tasks in the curriculum, including the conceptual understanding and application problems. <i>File through the students' workbooks to determine if students have been completing on-grade level content, including the conceptual understanding and application problems, consistently over time.</i> F. All students are engaged in the on-grade level math work from the curriculum. • If no: How many students are not engaged in the on-grade level math work from the curriculum? ◦ What are those students doing? (prerequisite math work aligned to the day's lesson, computer generated math work, other _____)			

DEPARTMENT of EDUCATION
Louisiana Believes

Observer: _____ Grade Level/Subject Area: _____ Date: _____

In order for students to do the majority of the work in class, teachers need support in planning and delivering the curriculum. The tool determines the extent to which teachers are planning instruction using high-quality materials in grade-level subject areas. School leaders to template work with content leaders and/or partners to determine the approach to planning support of the expectations form in this tool.

For each look-for, the observer should mark "yes" or "no" to apply. Observers should expect to see every look-for during a single observation.

Teacher actions	Look-fors	Observer 1 (y/n)	Observer 2 (y/n)	Observer 3 (y/n)
Indicator 1: All students are doing grade-level work in English Language Arts (ELA) or mathematics.	A. Tier 1 curricular materials are being used during common planning time. If yes, answer DE. If no, document the activity being done below. B. Teachers are planning for the upcoming unit. C. Teachers are planning for the upcoming lesson. D. Teachers are reviewing student work from the curriculum. E. Planning time is being used to deliver content modules.			

The activities listed below may be used as guidance for the observer(s) and do not represent an exhaustive list of possible planning activities.

During planning in English Language Arts	During planning in math
<p>prepare for the unit by:</p> <ul style="list-style-type: none"> • Read all of the texts in the unit • Identify a range of responses and write examples for writing and speaking <p>prepare for the lesson by:</p> <ul style="list-style-type: none"> • Analyze the lesson plan from the high-quality curriculum • Identify the questions to support students to understand the core lesson • Identify the questions to be asked and write explicit in-classroom supports based on identified needs 	<p>prepare for the unit by:</p> <ul style="list-style-type: none"> • Identify the conceptual understanding problems • Identify the problems and strategies necessary to ensure students master the most difficult tasks in the unit <p>prepare for the lesson by:</p> <ul style="list-style-type: none"> • Review the lesson plan from the high-quality curriculum • Identify the questions to support students to master the lesson • Identify the questions to be asked and write explicit in-classroom supports based on identified needs

ELA Curriculum Implementation Observation Tools

Math Curriculum Implementation Observation Tool

Common Planning Time Look For Tool

Revised Classroom Support Tools



DEPARTMENT of EDUCATION
Louisiana Believes

Grades K-2 Classroom Support Tool
2020-2021

Teacher: _____

Content Area/ Curriculum: _____

Groupings Observed: *(Select all that apply)*

Indicators	Description
Indicator 1: Delivery of Lesson	<p>The teacher is effectively delivering a high-quality curriculum.</p> <ul style="list-style-type: none"> The teacher is following the guidance of the teacher notes for each part of the lesson. There is evidence of purposeful planning, including an annotated lesson plan. Daily and year-long pacing is on track.
Indicator 2: Student Engagement	<p>All students are actively engaged in learning experiences from the curriculum.</p> <ul style="list-style-type: none"> All students are answering the questions, engaged in writing, or working the problems from the curriculum. All students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum.
Indicator 3: Student Learning	<p>The teacher is actively monitoring student learning and providing feedback to students.</p> <ul style="list-style-type: none"> The teacher is actively monitoring all individual students' work. The teacher is responding to the quality of all individual students' work and giving specific feedback to clarify misconceptions.
Next Steps:	



DEPARTMENT of EDUCATION
Louisiana Believes

Grades 3-12 Classroom Support Tool
2020-2021

Teacher: _____

Observer: _____

Content Area/ Curriculum: _____

Date: _____

Who else is in the room? _____

Indicators	Description	Notes
Indicator 1: Delivery of Lesson	<p>The teacher is effectively delivering a high-quality curriculum.</p> <ul style="list-style-type: none"> The teacher is following the guidance of the teacher notes for each part of the lesson. There is evidence of purposeful planning, including an annotated lesson plan. Daily and year-long pacing is on track. 	
Indicator 2: Student Engagement	<p>All students are actively engaged in learning experiences from the curriculum.</p> <ul style="list-style-type: none"> All students are answering the questions, engaged in writing, or working the problems from the curriculum. All students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum. 	
Indicator 3: Student Learning	<p>The teacher is actively monitoring student learning and providing feedback to students.</p> <ul style="list-style-type: none"> The teacher is actively monitoring all individual students' work. The teacher is responding to the quality of all individual students' work and giving specific feedback to clarify misconceptions. 	
Next Steps:		

- Two version of the tool for use across all content areas
 - K-2
 - 3-12
- Three Indicators:
 - Delivery of Lesson
 - Student Engagement
 - Student Learning

Let's Review!
pages 7-8 of the BB Session Materials Packet

Take 3 minutes to review the *Classroom Support Tool for SY 2020-2021 (K-2 and 3-12)*

1. How do you envision using this tool with your team?
2. What if instruction is happening virtually?
3. What questions do you have?

Chat your reflections to “All Panelists and Attendees”

Key Difference

Unlike the 2019-2020 Curriculum Implementation Observation Tools:

All elements **should be present in any instruction** for the content area being observed!

How does this connect to the LAP?

- **ELEMENT #1:** All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.
- **ELEMENT #6:** All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.

Zoom In: Revised Common Planning Time Look For Tool

DEPARTMENT of EDUCATION
Louisiana Believes

Grades K-2 Classroom Support Tool
2020-2021

Teacher: _____

Content Area/ Curriculum: _____

Groupings Observed: *(Select all that apply.)*

Indicators	Description
Indicator 1: Delivery of Lesson	<p>The teacher is effectively delivering a high-quality curriculum.</p> <ul style="list-style-type: none"> The teacher is following the guidance of the teacher notes for each part of the lesson. There is evidence of purposeful planning, including an annotated lesson plan. Daily and year-long pacing is on track.
Indicator 2: Student Engagement	<p>All students are actively engaged in learning experiences from the curriculum.</p> <ul style="list-style-type: none"> All students are answering the questions, engaged in writing, or working the problems from the curriculum. All students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum.
Indicator 3: Student Learning	<p>The teacher is actively monitoring student learning and providing feedback to students.</p> <ul style="list-style-type: none"> The teacher is actively monitoring all individual students' work. The teacher is responding to the quality of all individual students' work and giving specific feedback to clarify misconceptions.
Next Steps:	

DEPARTMENT of EDUCATION
Louisiana Believes

Grades 3-12 Classroom Support Tool
2020-2021

Teacher: _____

Observer: _____

Date: _____

Content Area/ Curriculum: _____

Who else is in the room? _____

Indicators	Description	Notes
Indicator 1: Delivery of Lesson	<p>The teacher is effectively delivering a high-quality curriculum.</p> <ul style="list-style-type: none"> The teacher is following the guidance of the teacher notes for each part of the lesson. There is evidence of purposeful planning, including an annotated lesson plan. Daily and year-long pacing is on track. 	
Indicator 2: Student Engagement	<p>All students are actively engaged in learning experiences from the curriculum.</p> <ul style="list-style-type: none"> All students are answering the questions, engaged in writing, or working the problems from the curriculum. All students are actively thinking about and discussing the work of the lesson with each other as indicated by the curriculum. 	
Indicator 3: Student Learning	<p>The teacher is actively monitoring student learning and providing feedback to students.</p> <ul style="list-style-type: none"> The teacher is actively monitoring all individual students' work. The teacher is responding to the quality of all individual students' work and giving specific feedback to clarify misconceptions. 	
Next Steps:		

Classroom Support Tool

DEPARTMENT of EDUCATION
Louisiana Believes

Common Planning Time Observation Tool

The activities listed below are considered best practices. Observers should select all activities that are observed. If "other" is selected, this indicates best practices are not observed.

During planning in English: *teacher/obs* During planning in math: *teacher/obs* During planning in science: *teacher/obs*

Prepare for the unit by:

- Reading and summarizing the unit to determine the key concepts to be successful.
- Reading, annotating texts to determine connections to the task features/ students.
- Tracing the development of skills through sections.
- Writing exemplar tasks and identifying key skills.

Prepare for the lesson by plan to:

- Determine high-level skill look-fors.
- Determine the purpose of the lesson.
- Identify possible student misconceptions.
- Create exemplar responses.
- Justify lesson changes/adjustments.
- Incorporate instructional strategies that enhance student learning.
- Identify areas of need for instruction.

* Use the [informational or](#)

DEPARTMENT of EDUCATION
Louisiana Believes

Common Planning Time Observation Tool

Observer: _____

Grade Level/Subject Area: _____

Date: _____

During common planning time, teachers should be working alongside grade-level, subject-area peers to prepare units and lessons using their curricular materials. This tool captures information on the extent to which this is occurring.

For each look-for, the observer should mark "Yes" to all that apply.

Indicators	Teacher Actions	Yes or No
Indicator 1: All teachers —including special education, English language, and reading interventionists— prepare for instruction using high-quality materials, led by an individual trained in the content.	<p>A. High-quality curricular materials are being used. <i>If yes, complete the remainder of the form. If no, document the activities below.</i></p> <p>B. 1. The leader of common planning time is: *teacher * administrator *vendor</p> <p>B. 2. The leader has participated in: *Content Leader training *content module redelivery *intervention Content Leader training *Mentor Teacher training *NISL *otherwise trained in the content</p> <p>C. Teachers are planning for the upcoming unit or lesson using high-quality curricular materials.</p>	
Indicator 2: All teachers are planning for necessary supports within the lesson for students that require them.	<p>A. Teachers have identified where students will struggle within the lesson or their likely misconceptions about the material.</p> <p>B. Teachers have identified students who will need additional support to access the curriculum.</p> <p>C. Teachers are planning how to support those students within the lesson and using the appropriate resources and work connected to the high-quality curriculum.</p>	

Common Planning Time Tool

Revised Common Planning Time Tool

Intended to be used for all content areas

Two indicators:

1. All teachers prepare for instruction using high-quality materials, led by an individual trained in the content
2. All teachers are planning for necessary supports within the lesson to meet the needs of all learners

DEPARTMENT of EDUCATION
Louisiana Believes

Common Planning Time Observation Tool

The activities listed below are considered best practices. Observers should select all activities that are observed. If "other" is selected, this indicates best practices are not observed.

During planning in English: teachers: Planning observed in math: teachers: Planning observed in science: teachers:

Prepare for the unit by:

- Reading and summarizing the unit to determine the key to be successful
- Reading, annotating texts to determine connect to the task features' students
- Tracing the development of skills through sections
- Writing exemplar tasks and identifying

Prepare for the lesson by plan to:

- Determine high-quality materials
- Determine the purpose of the lesson
- Identify possible student misconceptions—create exemplar responses
- Justify lesson changes/adjustments
- Incorporate instructional strategies to enhance student learning
- Identify areas of need for instruction

* Use the [informational or](#)

DEPARTMENT of EDUCATION
Louisiana Believes

Common Planning Time Observation Tool

Observer: _____ Grade Level/Subject Area: _____ Date: _____

During common planning time, teachers should be working alongside grade-level, subject-area peers to prepare units and lessons using their curricular materials. This tool captures information on the extent to which this is occurring.

For each look-for, the observer should mark "Yes" to all that apply.

Indicators	Teacher Actions	Yes or No
Indicator 1: All teachers are planning for necessary supports within the lesson for students that require them.	A. High-quality curricular materials are being used. <i>If yes, complete the remainder of the form. If no, document the activities below.</i>	
	B. 1. The leader of common planning time is: *teacher * administrator * vendor B. 2. The leader has participated in: *Content Leader training *content module redelivery *Intervention Content Leader training *Mentor Teacher training *NISL *otherwise trained in the content	
	C. Teachers are planning for the upcoming unit or lesson using high-quality curricular materials.	
Indicator 2: All teachers are planning for necessary supports within the lesson for students that require them.	A. Teachers have identified where students will struggle within the lesson or their likely misconceptions about the material.	
	B. Teachers have identified students who will need additional support to access the curriculum.	
	C. Teachers are planning how to support those students within the lesson and using the appropriate resources and work connected to the high-quality curriculum.	

Let's Review!
pages 9-10 of the BB Session Materials Packet

Take 3 minutes to review the *Common Planning Time Tool for SY 2020-2021*

1. How do you envision using this new tool with your team?
2. What if planning is happening virtually?
3. What questions do you have?

Chat your reflections to “All Panelists and Attendees”

Let's Compare: 2019-2020 Tool and Revised Tool

What's similar?

- Focus on supporting Tier I curriculum implementation
- Options for what planning time activities could look like.
- There is still an emphasis on lesson and unit unpacking.

What's different?

- Content module redelivery not included
- CPT led by someone trained in the content
- Increased emphasis on planning for supports

How Does This Connect to the LAP Elements?

- **ELEMENT #1:** All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.
- **ELEMENT #3:** Teachers in all grade levels and core content areas receive foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and opportunities to collaboratively prepare for units and lessons.
- **ELEMENT #5:** All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with general education, English Language, and special education teachers.
- **ELEMENT #6:** All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.

Additional Resources for Support

What other **resources** might be helpful to us as we begin **planning** based on our **LAP self-assessment?**

Let's Prepare: Scenario

Focus: Element 4: Foundational Curriculum Training

- ELA Department

Current State: Phase 1

- Planning Calendar
- Further curriculum training not established

Supplemental Resources Packet:

- Sample Instructional Planning Calendar
- Guidebooks Module Unpacking Guide
- Common Planning Time Tool



Supplemental Resource Packet

Resource Name	Brief Description	Page Number
Instructional Roles Guide	List of all instructional leadership positions and what those individuals have been trained to do	3-4
Creative Coverage Guide	Meets for how to arrange for 'creative' coverage to allow for common planning time.	5-6
Sample Instructional Planning Calendar	Sample of a calendar that lays out how to plan for module delivery, unit unpacking, etc.	7
Guidebooks Module Unpacking Guide (IS 3-8)	Process for unpacking a Guidebook module	8-9
Eureka Unpacking Protocol	Process for unpacking a Eureka module	10-11
Lesson Unpacking (ELA-Guidebooks)	Process for unpacking a Guidebook lesson	12
Lesson Unpacking (Math)	Process for unpacking a Math lesson	13
Sample ELA PLC Agenda	Sample PLC Agenda for ELA	14-15
Sample Math PLC Agenda	Sample PLC Agenda for Math	16-17
2019-2020 Recap Docs	One recap per day of SSI training last year; includes key points from each pathway as well as links to all session materials.	18-23

20-21 SSI Supplemental Resources 1

Let's Prepare

1. **Revisit** the self-assessment you completed in the previous session
2. **Recall** the 2-3 elements you identified as requiring the most urgent attention

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	
	Meeting Time	We need to establish a regular time to meet.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early	Scheduling	We do not have the correct minutes for most content areas.	We have the appropriate minutes of instruction for most content areas, but we might be missing time for one or two.	We have the appropriate number of minutes for all content areas. We have built in transition blocks so that instructional time is maximized.	

Let's Review (12 minutes)

Review the resources in the *SSI Building Blocks Supplemental Resources* and think about the 2-3 LAP elements you identified as requiring the most urgent attention.

Jot down:

- What excites you about these resources?
- What questions do you have?

Write in the chat one resource that excites you and why! Be sure to chat your reflections to **“All Panelists and Attendees”**



SCHOOL SUPPORT **INSTITUTES**

Action Planning

In this session, we will...

- Examine an exemplar LAP Summer Plan to determine the criteria for an effective LAP Summer Plan.
- Draft a LAP Summer Plan

Bridging the Divide: Make a Plan!

**Current
State**



**Desired
State**

Let's Prepare: Revisit LAP Sample Self-Assessment

page 6 of the BB Session Materials Packet

Sample Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1.All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	Last year we had the right people on the team- it included all the key players listed on the left.
	Meeting Time	We have not yet established a regular meeting time.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	We did have a consistent time, but all team members did not attend regularly. It was right after lunch, so AP Smith was always late. It also conflicted with some common planning time, so others were often not present.
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	Our meetings are often planned at the last minute and therefore aren't always intentionally connected to our larger strategy/schoolwide goals. It's often unclear what our goals are for each meeting and most of the time is spent sharing updates or planning for upcoming events. I wonder how this has impacted attendance at our meetings. Perhaps people felt like these meetings weren't purposeful and therefore did not prioritize attending each week.

- **Review** the Leadership Team's completed self-assessment
- **Take note** of the specific challenges they've identified

LAP Self- Assessment Sample Exemplar

Self Assessment Reflections:

Sample Self-Assessment

LAP Element Strong Start Elements Included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1. All CR/SM A schools have a defined Instructional Leadership Team with explicit roles including CL, ILT, and a meeting time which includes the setting, structure, and frequency of these meetings.	The "right" people on the team	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the "right" people on it.	We have an established ILT that includes CL, ILT, and MFT.	Last year we had the right people on the team- it included all the key players listed on the left.
	Meeting Time	We have not yet established a regular meeting time.	We have an established regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	We did have a consistent time, but all team members did not attend regularly. It was right after lunch, so Dr. Smith was always late. It also conflicted with some common planning time, so others were often not present.
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meeting with content that is aligned to our learning goals.	Our meetings are often planned at the last minute and therefore aren't always intentionally connected to our larger strategic/schoolwide goals. It's often unclear what our goals are for each meeting and most of the time is spent sharing updates or planning for upcoming events. I wonder how this has impacted attendance at our meetings. Perhaps people felt like these meetings weren't purposeful and therefore did not prioritize attending each week.

LAP Element #1:		
Reflection 1	Reflection 2	Reflection 3
<i>The ILT has mostly the right people</i>	<i>We need to coordinate our schedules and plan pro-actively for conflicts</i>	<i>We need to increase effectiveness of the ILT by building investment in the ILT meeting time and by aligning our action steps to school-wide goals and priorities</i>

LAP Summer Plan Template

Sample Self-Assessment

LAP Element Strong Start Elements included	Subcategories	Progress Continuum			Reflections
		Phase 1	Phase 2	Phase 3	
1 All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	The 'right' people on the team.	We do not have a clear definition of who is on the Instructional Leadership Team (ILT).	We have an ILT, but we do not have all the 'right' people on it.	We have an established ILT that includes CL, ICL and MT.	Last year we had the right people on the team- it included all the key players listed on the left.
	Meeting Time	We have not yet established a regular meeting time.	We have a regular time but often team members cannot make it.	We have an established weekly meeting time that team members almost always can attend.	
	Content and Structure	We need to establish a consistent meeting structure and determine a scope and sequence for the content based on our school goals.	We have a consistent structure, but we do not have established content based on our goals.	We have a consistent structure that we follow. We have a 6-week plan for our meetings with content that is aligned to our yearlong goals.	



Leadership Action Plan (LAP) Summer Plan

LAP Element Number	LAP Element and Evidence	Evidence	Desired State for 2020-2021
1	All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	Provide a list of members of the school leadership team, their roles, and the schedule for convening the leadership team.	

Action Item	Owner	Deadline

LAP Summer Plan Exemplar

Leadership Action Plan (LAP) Summer Plan Exemplar

LAP Element Number	LAP Element and Evidence	Evidence	Desired State for 2020-2021
1	All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	Provide a list of members of the school leadership team, their roles, and the schedule for convening the leadership team.	Last year we had all the 'right' people on our leadership team. This year, we will need to add our new Math CL to the team, as well. We need to make sure that there aren't any potential conflicts with our agreed upon meeting time and set the expectation that all team members must attend each meeting. Most importantly, we want to make sure our meetings are aligned to our larger school strategy and that they are well-planned and structured. We should communicate the agenda and any necessary pre-work in advance of each meeting, as well as follow-up with clear next steps following each meeting.

Action Item	Owner	Deadline
Email the new Math CL to invite her to participate in ILT and schedule a time to meet with her to share expectations for being an ILT member	Principal Herbert	6/10/20
Connect with each ILT member to assess their availability and coordinate a recurring ILT meeting time that works for all team members	Principal Herbert	6/14/2020
Send recurring calendar invites for the agreed upon meeting time; identify potential conflicts with holidays and events and make a plan for re-scheduling those at least one month in advance	AP Smith	6/15/2020
Review guidance on leading effective ILT meetings from the 2019-2020 School Support Institutes; identify a time to meet in order to norm on how to apply these tools and resources when planning for this year's ILT meetings	Principal Herbert and AP Smith	6/20/2020
Collaborate to design the agenda for the kick-off ILT meeting	Principal Herbert and AP Smith	6/25/2020

LAP Summer Plan Exemplar (10 min)
pages 11-21 of the BB Session Materials Packet

- **Open** the LAP Summer Plan exemplar
- **Review** the team plan for Indicator #1
- **Reflect:**
 - How, specifically, does this team's plan address the things they identified in their self-assessment?
 - What else do you notice about their plan?
 - What questions does this raise for you?

LAP Summer Action Plan Exemplar

Reflections on the Summer Action Plan:

<i>Reflection #1: People</i>	<i>Reflection #2: Time and Preparation</i>	<i>Reflection #3: Strategy, Goals, Reflection</i>
<ul style="list-style-type: none">Onboarded a new ILT member- Math CL (Continuous improvement!)	<ul style="list-style-type: none">Coordinated ILT meeting time so that it did not conflict with PLC leadershipAnticipated meeting conflictsLeveraged tools and resources to improve quality of meetingsCo-designed the agendas to increase investmentAssigned pre-work	<ul style="list-style-type: none">Meetings were focused on school-wide goals and prioritiesCreated a survey to reflect on effectiveness of ILT meetingReflected as a team

Action Planning Principles

- Start by planning for the LAP Elements that you identified as requiring the most urgent attention
- Every action item has an owner and timeline
- This is a 'living document'

Let's Prepare!

In a moment, you will complete the Summer Action Plan for your school based on your Self-Assessment

YES

My team members are currently on this webinar.

NO

My team members are NOT on this webinar.

What if...

I'm attending this webinar as a district or network lead who isn't based at one school?

Complete the Action Plan

- **Exit** this webinar
- **Complete** the action plan for your school
 - **If your team is HERE:**
 - Work together (Google Hangouts, Team Zoom, via phone, etc.)
 - **If your team is NOT HERE:**
 - Work independently and schedule a time to connect with your colleagues following this webinar
- **Set an alarm** for 11:34 minutes

See you back here at 11:34!

Let's Discuss!

Write in the chat:

- The idea you are most excited about
- A challenge that you are wrestling with

Welcome Back

Question Responses

Questions?

Office Hours

Thursday May 28th from 1:00-3:00

<https://ldoe.zoom.us/j/91005357641?pwd=bytKdnVka1g3cGdLL09YK1BmSnl0Zz09>

Friday May 29th from 9:00-11:00

<https://ldoe.zoom.us/j/92086368130?pwd=cEd0NzQ0Tnl3ck9ObEp1U1kwVTUxZz09>

What Comes Next

The three team members from your school that are a part of SSI will be in one of three Pathways for the next three sessions:

1. Effective Common Planning
2. Observation and Feedback
3. Building Leadership

Your network coach will be reaching out to you to support you in building your LAP in order to meet the summer milestones

Reminder:

Reach out to us about Intervention Content Leaders

Once district-level administrators do this, registration for individual participants will open up!

We can always be reached at team@schoolkitgroup.com

Thank You and Survey

tinyurl.com/BBSurvey2020