

Sample DISTRICT Implementation Plan

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VISION FOR INSTRUCTION

We believe the purpose of an ELA curriculum is, through a balanced approach to literacy, to instill in students a lifelong appreciation for written communication, enabling them to read with fluency, confidence, and comprehension. The academic content area of literacy is critical to fostering confident independent readers, skilled writers, active listeners, and public speakers. Our curriculum develops in students an appreciation for the effective use of written and oral communication. An understanding of the mechanics of the language enhances students' communication skills. It is important for students to integrate these skills into their everyday lives so that they can communicate with understanding, insight, and clarity.

An engaging and rigorous curriculum is based on students' needs, ability level, culture, and interests. Personalized and collaborative learning experiences and a variety of text examples, including global perspectives and technology integration, provide scholars with a variety of writing experiences, which incorporate different styles of writing and multiple forms of media. Because of learning this subject, scholars will be able to succeed in higher academic and career pathways

GOAL SETTING + PROGRESS MONITORING

Reflection Questions:

- **Balance:** Do your goals reflect a shared responsibility? Consider writing a goal for students, teachers, and the leadership team.
- **Alignment:** How do your goals map back to your vision? How do they fit together with one another?
- **Priorities:** Do your goals articulate the must wins for curriculum implementation?

Year 1 - Overall Goal Statement:

Goal	Measurement Tool	Month 1	Q1	Q2	Q3	Q4
Professional learning receives a 7 (or better) out of 10 in will improve my practice on exit surveys.	Teacher Survey	On Track				
80% of teachers rate themselves a 9/10 or 10/10 when asked "How prepared are you to teach math or ELA?"	Teacher Survey	Approaching				
80% teachers report that the instructional materials and related PD have supported them in growing their understanding of grade-level standards.	Teacher Survey	Behind Goal - Attention Needed				
Professional learning plans allocate more than 75% of time on helping teachers at each grade level effectively plan and leverage high quality instructional materials.	PD Plan	On Track				
Leaders (AEOs, coaches and district staff) at a minimum observe classroom instruction monthly and provide accurate feedback on curriculum implementation.	Obs Schedule/ Teacher Survey	On Track				
X % of classrooms exhibit standards-aligned instruction, as measured by SchoolWorks * End of September - ** 80% of teachers are regularly turning in annotated lesson plans. ** 80% of teachers are taking steps to implement the curriculum by facilitating prioritized parts of the literacy and math blocks. *Q1- 100% of classrooms are scoring a 2 or better in indicator 1a (ELA) / 1b (Math) / 1c. *Q2 - 100% of classrooms are scoring a 3 or better in indicator 1a (ELA) / 1b (Math) / 1c *Q3- 50% of classrooms are scoring a 4 or better in indicator 1a (ELA) / 1b (Math) / 1c *Q4 - 60% of classrooms are scoring a level 4 or better in indicator 1a (ELA) / 1b (Math) / 1c	SchoolWorks Classroom Observations	On Track				
Each quarter, we are closing gaps between our students and national norms/network.	ANet, EL Skills Assessment, NWEA	Not measured				

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* ELA K-2 - * ELA Grades 3-8 - ANet Assessment: R.I.1 / R.L.1 * Math 3-8 - ANet Assessment: [Choose major work standards?] * Science 6-8 - -						
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PRE-IMPLEMENTATION CHECKLIST

Reflection Questions:

- **Timeline:** Do the due dates make sense given other priorities?
- **Roles + Responsibilities:** Are the people who are owning the various tasks in the best position to do so?
- **Updates:** How often will you update the status of these tasks? Who is responsible for updating this document?

Task	Due Date	Owner	Status
Communicate decision out to entire staff, and respond to questions	June 30	CAO	Complete
Communicate decision out to families, and respond to questions	June 30	CAO	Complete
Connect with publisher to negotiate contract, considering both materials and professional learning needs	June 15	CAO / CoS	Complete
Order new materials and sign MOU for all services.	Aug 1	CEO	Complete
Schedule and calendar initial PD.	July 29	CAO	Complete
Remove old materials	July 1	Coaches	Complete
Identify key portions of program that will be implemented in year 1, including the assessments you will prioritize and how students will be graded	Aug 1	CAO	Complete
Draft a pacing guide to outline the key assessment points in your year	Aug 15	Coaches	In-Progress
Set goals for implementation & dates for stepbacks, using the pacing guide as a skeleton for dates	July 15	CAO	Complete
Set expectations for planning	Aug 1	CAO + Coaches	Complete
Identify planning protocols for PLCs	TBD	TBD	Not Complete
Distribute curricula + materials	August 19	Chief of Staff	Complete

ROLES AND RESPONSIBILITIES

District Leadership	All	<ul style="list-style-type: none"> - Support implementation through observations alongside school leaders - Model and build a strong “change culture” across the system.
	CAO	<ul style="list-style-type: none"> - Block & Tackle to ensure that leaders are able to prioritize support to teachers. - Coaching and supporting principals over time to become strong instructional leaders. - Ensure school leaders have teacher-by-teacher coaching plan to support implementation - Use data to track progress against district goals and prioritize support to schools. <p>Set clear guidance for school leaders:</p> <ul style="list-style-type: none"> - Define what quality PLCs looks like. - Define what quality coaching looks like. - Define what quality use of data looks like. - Define what fidelity looks like in year 1 of curriculum implementation, and manage around those expectations.
	Data Manager	<ul style="list-style-type: none"> - Clear the road for school leaders, teachers, CAO, students by managing operations, resources, and scheduling - Codify processes to ensure quality control of instructional materials. - Gather and manage district-wide data to illuminate trends across schools. - Create initial structures to monitor science and social studies instruction.
	Coaches	<ul style="list-style-type: none"> - Build relationships with school leaders and support their understanding of the instructional materials and alignment to standards - Support school leaders and AEOs in planning PLCs and PDs. - Establish routines and systems to support teachers in lesson internalization, unit unpacking - As needed, work alongside teachers in short-term cycles to support individual curriculum planning. - Support CAO in codification of protocols for planning around strong Tier 1 instruction - Conduct ongoing research around best practices and share back learnings to influence strategy, PD and PLCs.
School Leadership	AEOs and Principals	<ul style="list-style-type: none"> - Model and build a strong "change culture" in their buildings. - Build trust through meaningful collaboration with peers around the curriculum - Effectively leverage district leadership to manage curriculum implementation through: <ul style="list-style-type: none"> - High quality support to teachers in internalizing Lessons - Internalizing and norming around look-fors aligned to SchoolWorks indicators 1a, 1b, and 1c. - Observe teachers to check on implementation (SchoolWorks 1a, 1b, and 1c). - Effective planning and execution of high-quality PLCs and Friday PD. - With a prioritized portfolio of teachers, execute 1:1 coaching meetings that effectively shape teacher practice by: <ul style="list-style-type: none"> - Providing feedback to teachers based on observations.

		<ul style="list-style-type: none"> - Unpacking student work and data to find trends. - Provide feedback to lesson plans of a prioritized group of teachers.
	Principals Only	Coach and support AEOs in developing their prioritized portfolio of teachers and planning for/delivering high-quality adult learning.
School Staff	Lead Classroom Teachers	<ul style="list-style-type: none"> - Embrace a growth mindset around what is possible for students and the use of new curriculum, as show by teachers - Taking ownership over development and learning - Collaborating effectively with stakeholders - Implement curriculum by: <ul style="list-style-type: none"> - Learning the standards and shifts. - Building an understanding of how their curriculum is designed to support the standards. - Plan effectively to ensure all students have access to grade level materials: <ul style="list-style-type: none"> - ELA: Planning from Text - Math: Unpacking standards, identifying the rigor, and planning effectively based on that. - All (Science, SS, Special Education): - Finding opportunities to bring in literacy across all subject areas. - Regularly reflect on student data and take action.

COMMUNICATION

Reflection Questions:

- **Compassion:** What might be worrying your staff? How can you acknowledge their feelings, while still maintaining a vision for the future?
- **Methods:** How can you communicate this message in different ways? Email, newsletter, staff meeting?
- **Repetition:** How can you repeat these key messages to be sure they stick?
- **Responsibilities:** Who on your staff will you also expect to carry these messages? How will you equip them to do that?

Key Messages:

	What materials are we adopting?
Anchor in Belief / Vision	At SCHOOL, we believe that all students can achieve highly. We know that great instruction is the key to unlocking student potential.
Name the Strategy + Change	To support teachers in delivering the excellent instruction, we have adopted new, high-quality, standards-aligned materials.
Name the Call to Action	Full implementation of these materials will be a multi-year process. In this first year, we are focused on doing the necessary intellectual prep to deliver great lessons.
Name the Support	To support teachers in doing this prep and effectively using these materials, we have done 3 things: <ul style="list-style-type: none"> - Hired district coaches that are content experts, and will work alongside school leaders in planning and delivering great professional learning. - Preserved as much teacher time as possible for structured planning and support around planning. - Set clear expectations for planning and goals to help us know whether these expectations are leading to results.
Opportunities for Feedback / Questions	To support school leaders in their role of supporting teachers, we have done 2 things: <ul style="list-style-type: none"> - Hired district coaches that are content experts, and will work alongside school leaders in planning and delivering great professional learning. - Organized the district team to support school leaders in prioritizing their time for instructional support.
	To track our progress against these goals, we will step-back quarterly and make adjustments. You will have a formal opportunity to give feedback through teacher surveys, but you can always communicate what you need and solutions to issues to your manager.

Other FAQ:

<p>How were these decisions made?</p>	<ul style="list-style-type: none"> - Over the course of the last few years, teachers and principals have noticed that the old materials were misaligned to the shifts and the standards. Additionally, the programs that were strong were not comprehensive. - Prior to this, there were several pilots of better aligned, more comprehensive programs. We wanted to move from the pilot to the adoption phase. - Our goal was to move as close to a K-8 option as possible to help make the student experience as streamlined as possible. Now, each year, the expectations and routines from grade-to-grade will be more consistent. - Now, we have created a vertically aligned system that clearly defines what rigorous instruction looks like in our core subjects. - To pick these materials, we used curriculum review process with a working group. (Refer back to email)
<p>If this is a multi-year process, what does next year look like? The year after? When will we know we're done?</p>	<p>Each year, we are adding new components for each program over time. We will know that we're making progress when we see that classrooms are using these materials being used to deliver quality instruction (SchoolWorks tool). The end game is not to just use the materials, its also for all teachers to be able to plan fluently from standards, text and current student data to give all students access to grade level materials, regardless of any existing unfinished learning.</p> <p>"X % of classrooms exhibit standards-aligned instruction, as measured by SchoolWorks</p> <ul style="list-style-type: none"> * End of September - ** 80% of teachers are regularly turning in annotated lesson plans. ** 80% of teachers are taking steps to implement the curriculum by facilitating prioritized parts of the literacy and math blocks. *Q1- 100% of classrooms are scoring a 2 or better in indicator 1a (ELA) / 1b (Math) / 1c. *Q2 - 100% of classrooms are scoring a 3 or better in indicator 1a (ELA) / 1b (Math) / 1c *Q3- 50% of classrooms are scoring a 4 or better in indicator 1a (ELA) / 1b (Math) / 1c *Q4 - 60% of classrooms are scoring a level 4 or better in indicator 1a (ELA) / 1b (Math) / 1c"
<p>How will I be supported?</p>	<p>Leaders</p> <ul style="list-style-type: none"> - Weekly check-ins from CAO - Professional learning from providers - Support planning professional learning and PLCs from district match coaches. - Guidance on how to roll out the new materials and structures for checking-in on implementation. <p>Teachers</p> <ul style="list-style-type: none"> - Lesson planning protocols to support you in internalizing your lessons before you teach - Observation and feedback cycles w/ your school leaders - Professional learning from providers and from our team.

<p>What am I responsible for each week?</p>	<p>Leaders</p> <ul style="list-style-type: none"> - Two PLCs/PDs weekly - Observing your teachers in your portfolio and offering them feedback 1x/week - Providing feedback on lesson plans to all teachers <p>Teachers</p> <ul style="list-style-type: none"> - Turning in annotated in ELA/Math/Science for all lessons each week. - Attending and actively participating in two PLCs/PDs each week. - Using the new materials daily, reflecting on how they are working, and communicating your needs for support to your AEO/Principal - Before bringing in materials outside the curriculum, check-in with your AEO or principal.
<p>When and how will I get my materials?</p>	<ul style="list-style-type: none"> - We will know Monday (8/29)! - Your AEOs, District Coaches, and Mrs. Chief of Staff will work together to get materials to each classroom. - If you're missing anything, you can contact your AEO, who will work with Mrs. Chief of Staff to get you what you need. - Check that you have the right materials by X so that we can reach back out to vendors by X. - At the beginning of the year, you will get: <ul style="list-style-type: none"> - ELA Materials - Bridges Materials - Illustrative Math Materials - Amplify - Over the course of the year, you will have to check-in and out new materials.
<p>What about Bridges in grades K-2? Where will those materials live?</p>	<ul style="list-style-type: none"> - Each classroom will get access to their Calendar Time Materials. Your AEO will pull out those materials. - We will store the rest of the materials in X place.

PROFESSIONAL LEARNING PLAN

Development Structures

	Frequency / Duration	Audience	Manager	Purpose
PLC	Weekly	GLTs	Coaches	Student Focused: A space where grade level teams come together to dig into a specific subject / curricula and plan, examine student work, and plan from data in recurring cycles.
PD	Weekly	All Staff	SLT	School Priority Focused: A space where there is whole-group development around pedagogical moves that are true across a school.
1:1 Coaching	Weekly	All Staff	SLT	Teacher Skill Focused: Time to differentiate the learning based on the needs of a specific teacher.

Planning Expectations

	Frequency	Purpose	Templates / Protocols
Unit Planning			
Lesson Planning			
Data Reflection			

Professional Learning Needs

Month	Priority
September	Lesson Internalization and Annotation Protocol
October	Lesson Internalization and Annotation Protocol
November	<p>Math: Identify the aspects of rigor of their grade level standards.</p> <p>ELA: Understand the purpose of specific components of EL.</p> <p>Science: Understand the design of the NGSS Standards.</p>
December	<p>Math: Identify connections between the rigor of their grade level standards and the design of their instructional materials.</p> <p>ELA: Accurately identify what makes their text complex.</p> <p>Science: Understand the design of the NGSS Standards.</p>
January	<p>Math: Identify connections between the rigor of their grade level standards and the design of their instructional materials.</p> <p>ELA: Accurately identify what makes their text complex, and plan sequences of questions to help students navigate that complexity.</p> <p>Science: Understand the design of the NGSS Standards.</p>
February	<p>Math: Execute well-paced lessons that use appropriate pedagogical strategies based on the rigor of the standards.</p> <p>ELA: Accurately identify what makes their text complex, and plan sequences of questions to help students navigate that complexity.</p> <p>Science: Use their understanding of the NGSS standards to effectively internalize unit and its storyline.</p>
March	<p>Math: Execute well-paced, student centered lessons that use appropriate pedagogical strategies based on the rigor of the standards.</p> <p>ELA: Execute well-paced lessons that use appropriate questioning to help students navigate the complexity of the standards.</p> <p>Science: Use their understanding of the NGSS standards to effectively internalize unit and its storyline.</p>
April	<p>Math: Look at student work and adapt upcoming instruction to effectively target the aspects of rigor in key standards.</p> <p>ELA: Execute well-paced lessons that use appropriate questioning to help students navigate the complexity of the standards.</p> <p>Science: Use their understanding of the NGSS standards to effectively internalize unit and its storyline.</p>
May	<p>Math: Look at student work and adapt upcoming instruction to effectively target the aspects of rigor in key standards.</p> <p>ELA: Execute well-paced, student centered lessons that use appropriate questioning to help students navigate the complexity of the standards.</p> <p>Science: Use their understanding of the NGSS standards to effectively internalize unit and its storyline.</p>
June	Reflect on implementation, capture recommendations and requests for ongoing development and plans for next year.

Professional Learning Calendar

Summer PD Calendar

	Learning & Objectives	Structure / Format / Protocols	Designer/ Facilitator	Follow-up Plan (+dates) What follow-up support will we provide?
K-2 ELA	Understand how the EL Skills block and module block work together to support teachers in teaching their standards.		EL/District	
	Articulate the role and importance of foundational skills instruction.		District	
	Internalize shared definition of a literacy block.	K-2 Literacy Block - UnboundEd	District	
	Internalize and norm on the framework, expectations and routines for their literacy block.		EL	
	Know how to find the materials and how to access them.		EL	
	Understand expectations for how to internalize their lessons in a way that supports text first planning.	- Modeling - Lesson planning protocol - Practice	District	
3-5 ELA	Understand how EL 2.0 supports them in teaching their standards.		District / EL	
	Internalize shared definition of a literacy block.	3-5 Literacy Block - UnboundEd	District	
	Internalize and norm on the framework, expectations and routines for their literacy block.		EL	
	Know how to find the materials and how to access them.		EL	
	Understand expectations for how to internalize their lessons in a way that supports text first planning.	- Modeling - Lesson planning protocol - Practice	District	
6-8 ELA	Understand how EL supports them in teaching their standards.		District	
	Internalize shared definition of a literacy block.		District	
	Internalize and norm on the framework, expectations and routines for their literacy block.		EL	
	Know how to find the materials and how to access them.		EL	

	Understand expectations for how to internalize their lessons in a way that supports text first planning.	- Modeling - Lesson planning protocol - Practice	District	
3-5 Math	Understand how does the way that Bridges is designed support them in teaching their standards.		District / PROVIDER	
	Understand the structure of the math block, how to allocate time, and the vision for high quality instruction.		PROVIDER	
	Know how to find the materials (instructional materials, pacing guide, SAS) and how to access them.		PROVIDER	
	Understand expectations for how to internalize their lessons in a way that supports standards based planning.	- Modeling - Lesson planning protocol - Practice	District	
6-8 Math	Understand how does the way that Illustrative Math is designed support them in teaching their standards.		District / PROVIDER	
	Understand the structure of the math block, how to allocate time, and the vision for high quality instruction.		PROVIDER	
	Know how to find the materials (instructional materials, pacing guide, SAS) and how to access them. Progression of student mastery		PROVIDER	
	Understand expectations for how to internalize their lessons in a way that supports standards based planning.	- Modeling - Lesson planning protocol - Practice	District	

[Link to Year-long Calendar](#)