

Plan

Month	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
JUN	<i>Set up DDI Systems</i>	<i>Set up O&F Systems</i>	<i>Set up Culture Systems & Mindset</i>	<i>Set up PD Calendar and cycles</i>	Order, purchase and close out.
JUL/AUG	<u>DDI System Rollout</u>	<u>Observation & Feedback System Rollout</u>	<u>Student Culture Rollout:</u> Plan, Execution, and Monitoring to proficiency on culture rubric	<u>Campus Vision for Adult Culture and WEC Systems:</u> Model it and Name it	Manage needs and plan for year-long events. Individual student plans for intervention/support
SEPT	Rigorous Assessments and Exemplary Responses	Strong Action Steps delivered using See it, Name it, and Do it. Attention to Learning Environment and LEAP Shorts	Consistent Culture and Learning Environment: All teachers have management skills for achieving proficient on school culture rubric.	<u>Schoolwide Goals PRIDE /WOC</u> Level of task predicts performance	UIP review and edits MTSS structures/supports Capstone Portfolio set up / clean up
OCT	<u>IA1 Analysis and Plans:</u> What, Who, When and How of reteach and Unit planning	<u>ILT:</u> analyze action steps, observations, and feedback and LEAP	<u>PRIDE:</u> If proficient on culture rubric, increase growth mindset	Peer to peer strategies and Learning Labs	Assessment October Count
NOV	<u>Data-Driven Planning:</u> Review Lesson Plans & student work protocol w/ ELL/IEP support	<u>Staff Progression:</u> analyze action steps, observations, feedback and PD application	<u>PRIDE:</u> If proficient on culture rubric, gather student feedback	<u>Schoolwide Goals PRIDE /WOC</u> Level of task predicts performance	Plan student recruitment
DEC	Rigorous Assessments and Exemplary Responses	<u>Staff Progression:</u> analyze action steps, observations, and feedback, to plan staffing supports	Act on student feedback for Culture Reset	Staffing Support Decisions: act on ILT decisions	<u>Key Staffing Decisions:</u> Feedback for MY conversations
JAN	<u>IA2 Analysis and Plans:</u> the What, Who, When and How of reteach Unit planning	<u>Rigorous Delivery:</u> O&F to increase rigor	<u>Student Culture Reset:</u> Plan, Execution, and Monitoring to proficiency on culture rubric	<u>Schoolwide Goals PRIDE /WOC</u> Rigorous tasks	Preliminary budget planning. Final UIP edits
FEB	<u>Data-Driven Planning:</u> Review Lesson Plans & student work protocol	<u>Staff Progression:</u> analyze action steps, observations, and feedback	<u>PRIDE:</u> If proficient on culture rubric, increase growth mindset -If not, January's priority.	Testing Ethics/Administration	Budget and staffing Practice PSAT/SAT
MAR	Rigorous Assessments and Exemplary Responses	<i>If mostly hired, prioritize active instructional monitoring</i>	<u>PRIDE:</u> If proficient on culture rubric, increase growth mindset -If not, January's priority.	Rigorous tasks and Social/Emotional supports	<u>Annual Strategic Deliverables:</u> budgets, schedules, staffing and vision adjustments.
APR	<u>IA3 Analysis and Plans:</u> the What, Who, When and How of reteach Unit planning	<u>Constant Lead Team Presence</u> Support student mastery	<u>Constant Lead Team Presence</u> Build emotional momentum.	<u>Schoolwide Goals PRIDE /WOC</u>	Complete master schedule
MAY	<u>Finish with Purpose</u>	<u>Build Rising Talent</u> focus on staff in new positions	<u>Finish with Acceleration</u> Crystalize joy and rigor to be rekindled in August	<u>Schoolwide Goals PRIDE /WOC</u> <i>Reflections and review</i>	EOY events/planning
JUN	<i>Same as school year</i>	<i>Same as school year</i>	<i>Same as school year</i>	Prepare for BOY on-boarding and BOY PD	<u>Strategic Planning:</u> Vision, initiatives, and systems

July/August: We are WEC

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
MONTHLY PRIORITIES	<u>DDI System Rollout</u>	<u>O&F System Rollout</u>	<u>Student Culture Rollout:</u> Plan, Execution, and Monitoring to proficiency on culture rubric	<u>Campus Vision for Adult Culture and WEC Systems:</u> Model it and Name it	Manage needs and plan for year-long events. Individual student plans for intervention/support
Monthly Criteria for Mastery (Is school on track?)	<ul style="list-style-type: none"> -PLC DDI Protocols in place -Team leads in place -11/12 Students receiving remediation intervention MTSS System implementation 	<ul style="list-style-type: none"> -Whetstone training 100% of observation/ feedback mechanisms are in calendars, ILT Agenda - executed with Whetstone -100% teachers and leaders have O&F recorded in Whetstone with a strong action step. -Establish ILT rotation for video rotation/practice 	<ul style="list-style-type: none"> -School culture at proficient on Culture Rubric for arrival, morning meeting, transitions, dismissal, & Do Now -70% of teachers GBF Phase 1: Management proficient and Learning Environment Checklist 	<ul style="list-style-type: none"> -100% of staff share same vision/ language/ expectations, and know all roles and responsibilities -100% of staff have outcome-based goals in Whetstone. 	<ul style="list-style-type: none"> -Concise Registration/enrollment procedures -100% HLQ/PPF entry -Remediation plans for all 12th -Credit plans for all 11th/12th.

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Monthly Big Rocks (Highest Leverage Actions that should be reflected in calendar)	<p>Data Organization</p> <p>PLC Protocol/Note set up Efficient systems to collect notes, artifacts</p> <p>Assessment Calendar: Ensure all assessments are reflected on school calendar and shared with stakeholders</p> <p>Leader Support: Set up plan for PLC support and Whetstone</p> <p>Critical Student Intervention -Calendar Accuplacer dates -Make needed schedule adjustments to address interventions</p>	<p>Observation and Feedback Systems</p> <p>Observations in Calendar: Schedule/ conduct regular observations, ILT walks and Learning Labs</p> <p>Observation Tools: Use your tools--GBF, DDI Protocols, Whetstone</p> <p>Focus on Action Step: conclude observations leaving each classroom with Strong Action Step based in your tools (measurable, clear, highest priority, and bite-sized)</p> <p>Feedback in Calendar: Schedule and conduct regular check-ins with teachers, preparation and lesson plan work time</p> <p>Feedback in Real-time: Team prioritizes real-time feedback for early struggling teachers while culture is being set</p>	<p>PLAN CULTURE Schedule a purposeful culture walks "100% of students will" goals</p> <p>Ensure all rubrics, culture procedures ready for PD ROLLOUT with BOY PD See it: Staff norming on culture rubric, clear modeling of exemplary adult actions Name it: Minute-by-minute, clear roles for all adults Do it: Each participant practices and receives feedback on highest leverage culture elements Who: all teachers and Ops staff</p> <p>EXECUTE -Duty schedules created, rolled-out and monitored with feedback -Rollout culture expectations in Soft Start.</p> <p>MONITOR WITH CONSTANT PRESENCE -Schedule and conduct consistent culture rounds with lead team, rubric in-hand, and immediate, real-time feedback with culture tools from BOY PD -Real-time feedback to adults and students until mastery</p>	<p>PLAN ADULT CULTURE Rehearse BOY PD sessions Incorporate within rehearsal/design important elements of adult culture/Mindset to model and name. Practice model. Plan and execute opportunities to intentionally build adult culture</p> <p>MODEL ADULT CULTURE See it: Explicitly act out the essential components of adult culture/Mindset vision during BOY PD (e.g. growth mindset—receive meaningful feedback publicly and act on it) Name it: Stamp the key elements with a common language that guides the interactions Systems and Expectations for ILT communication put in place--Timeliness: parents within 24 hrs, teachers by end of day, and students as soon as possible</p> <p>Address any needed supports</p>	<p>CAMPUS GOALS</p> <ul style="list-style-type: none"> • Ops: Manage APO using Operations Playbook in every check in • Ops: Hold huddles (weekly if "on track" and daily if "off track") with AC (persistence) and APO (enrollment) to manage towards goals
Required Actions and Deliverables	<p>Prepare PLC protocol note system</p> <p>Calendar PLC meetings and establish time w/partners</p> <p>Begin implementing intervention structures using ACCESS / SRI / CMAS / PSAT / SAT / Accuplacer</p>	<p>Whetstone training and practice. Norms on ILT practice.</p> <p>Establish plan and calendar out video practice for ILT</p>	<p>Back to School Night structure : Strong Culture Setting with parents 1) establishing personal connections with teachers and confidence in all staff, 2) clearly outline commitments of WEC parents, and 4) inspire them to meet those expectations.</p> <p>Learning Environment checklist walkthroughs</p>	<p>Goal setting conversations held with all staff and entered in Whetstone</p> <p>BOY PD to reflect goals and UIP</p> <p>Create year-long PD Calendar</p>	<p>Check district communication, Schedule all students based on need</p> <p>Ensure 100% of IEPs are received and reviewed</p> <p>ISA team at registration</p> <p>WIG / UIP goals created</p> <p>Establish MS Assessment strategy</p>

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
Recommended Actions and Deliverables	ILT evaluate school using the DDI implementation rubric Target measurable, clear objectives for lessons and corresponding assessment task in lesson plan reviews. Preview IA1 with teachers Find exemplar lesson / plans / assessments ID early MTSS-watch students and begin tracking Create OTG plan of action	BOY PD to set norms and expectations around coaching cycle Observe each lead team member's check-ins	Set Early College Graduate Culture vision with class meetings Behavior intervention system is fully operational with tracking, meeting structures, and parent communication Homework expectations are clear for teachers, students and parents Incorporate teacher leaders into the Culture Planning and Delivery Extra practice monitoring lunch, duty, and recess—practice, apply, and feedback Hold first assembly and grade level meetings with expectation setting, rigor and joy Train Cowboy Court	Use PD observation tools to give and receive feedback during Summer PD Plan/Practice crucial conversations Debrief Summer PD quality: Were we paced/planned appropriately? Did we have sufficient application practice in each session? Are our expectations clear? Do we fully expect to see implementation? Record changes in Scope and Sequence	Communicate all semester 1 parent events at Back to School Night Field lesson goals and timelines given to grade team leaders. Strategic: Monthly look ahead and calendar adjustment
Additional Criteria for Success	100% of lesson objectives: clear, aligned, w/grade level task 100% of classrooms have goals and trackers posted	100% action steps are prioritized, bite-size, clear, measurable. All ILT Whetstone trained 100% of lead team able to use real-time feedback to correct early management issues	Proficient on all other school-level culture rubric areas: Uniforms, lunch, in-class transitions, restroom, etc. 100% of students are actively engaged 100% of the time	100% of lead team receives actionable, bite-size feedback on BOY PD Delivery to be turned around during school year. Expectations set 100% of teachers submit lesson plans on time	Enrollment Targets met

September: What does Mastery Look like?

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
MONTHLY PRIORITIES	Rigorous Assessments and Exemplary Responses	Strong Action Steps using See it, Name it, and Do it. Attention to Learning Environment and LEAP LEs	Consistent Culture and Learning Environment: All teachers have management skills for achieving proficient on school culture rubric.	<u>Schoolwide Goals PRIDE/WOC</u> Level of task predicts performance	UIP review and edits Capstone Portfolio set up / clean up MTSS structures/supports

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
Monthly Criteria for Mastery (Is school on track?)	PLCs able to use curriculum and standards, align rigorous assessment tasks, and make exemplars for all contents managed. 100% of teachers will have standard- and objective-aligned assessments of learning with exemplar responses submitted with their unit/daily lesson plan	90% of action steps are prioritized, clear, measurable, bite-size, aligned, recorded in Whetstone and practiced during check-ins. 100% of check-ins follow See it, Name it, Do it format.	School culture at basic proficiency on 100% of culture rubric components. 95% teachers proficient on GBF Phase 1 and 2: Management	100% of teachers have a system for PRIDE 100% of teachers participate in TNTP work and WOC strategies	Big rocks are prioritized and protected, and only lost 0-10% of the time to other fires UIP draft is completed All students 9-11 will have Capstone / Portfolios set up
Monthly Big Rocks (Highest Leverage Actions that should be reflected in calendar)	AUTHENTIC MASTERY Monitor closely and address gaps in exit ticket rigor and alignment. Quick sort for data trends. Push towards tracking as soon as assessments are valid measurements. PREPARING FOR ANALYSIS Set Data Systems for collecting and analyzing IA, H/M/L student work samples 3 weeks prior to IA1: Plan and Deliver PD on IA analysis expectations. Have teachers predict performance by marking each IA question: “confident” (students will get it right), “not sure,” and “no way” (students get it wrong) Sped teachers should participate.	SEE IT NAME IT DO IT Train lead team to use their Tools to plan effective See it, Name it, Do it check-ins. Observe their execution Ensure all lead team members have sufficient planning time to prepare for See it, Name it, Do it in core calendar (tested/priority teachers, ideally 30 min each, with script and model) Lead ILT models or can access exemplars for each GBF skill to coach “See it” ACTION STEP REVIEW Prepare for Oct Talent Reviews with weekly Whetstone action step deep dives: scrutinize efficacy and observe to assess impact	MONITOR SCHOOL CULTURE SYSTEMS Conduct consistent culture rounds until culture rubric proficiency, with ILT rubric in-hand, and immediate, real-time feedback with culture tools. Calendar should reflect urgency here, including real-time, tight loop coaching around management. Observe, provide feedback, model, and close gaps in lead team when in discipline and monitoring culture MONITOR CLASSROOM CULTURE LEAP Shorts focused on LEs	Organize and Prioritize PRIDE Exemplars Calendar learning walks and learning labs. 3 weeks prior to IA1: Plan and Deliver PD on IA analysis expectations.	Goal alignment UIP feedback session in ILT Capstone /Portfolio set up during English (?) classes. -Norms/Criteria established
Required Actions and Deliverables	ILT support in PLC’s to lead/observe DDI	Obs/feedback are responsive to campus needs and guided by a meaningful scope and sequence, and observed with Tools in-hand	Full culture walkthrough with , targeting teacher skills in GBF management: <ul style="list-style-type: none"> • Common language in all classrooms • What to do • Do it Again/Practice/ Cut it Short • Strong voice: Square up/stand still • Narrate the Positive • Least invasive student corrections 	PRIDE/WOC PD delivered to whole staff. Completed PD Calendar reflects mindset and differentiated supports 6-12. Learning walks/labs focused on grade level tasks.	Check district communication, Manage Assessments: READ Act, G/T test UIP submitted for feedback Final recruitment efforts Schedule/transcript audits

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Recommended Actions and Deliverables	<p>Use initial “See it” structures of PLC during check-ins and LP review to develop Exit Ticket and Grade level task alignment until teacher mastery.</p> <p>Monitor to ensure reteach in response to exit ticket analysis is happening.</p> <p>Monitor tracker implementation for usability and alignment.</p> <ul style="list-style-type: none"> Prepare a Student Reflection Form for the IAs to accompany tracker and develop ownership and growth mindset. 	<p>Lead team O&F each other to develop coaching skills (video)</p> <p>Initial check on % of teachers and students who can articulate their goals, how they’re achieving them, and how they’re monitoring and adjusting</p>	<p>Initial check on % of teachers and students who can articulate their goals, how they’re achieving them, and how they’re monitoring and adjusting</p>	<p>Assign exemplar classrooms/teacher practice for teacher-led PD sessions</p>	<p>Celebrate Culture: National Hispanic Heritage Month</p> <p>Homecoming</p>
Additional Criteria for Success	<p>100% of teachers using DDI procedure effectively</p> <p>100% of ILT proficient in modeling reteach strategies in preparation for IAs: modeling and guided discourse</p>	<p>X% of teachers are proficient in Instructional framework.</p> <p>X% of teachers are pacing appropriately,</p>	<p>Attendance 95% for MS and 93% for HS</p> <p>No OSS</p>		



October: How do we analyze and address gaps/needs?

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
MONTHLY PRIORITIES	IA1 Analysis and Plans: What, Who, When and How of reteach and Unit planning	ILT: analyze action steps, observations, and feedback and LEAP	PRIDE: If proficient on culture rubric, increase growth mindset	Peer to peer strategies and Learning Labs	Assessment October Count
Monthly Criteria for Mastery (Is school on track?)	<ul style="list-style-type: none"> 100% of IAs have reteach plans with What, Who, When, and How 	<p>75% teachers have moved beyond Phase 1 and 2 in GBF</p> <p>100% of teachers have been observed informally three times and 1 LEAP short and 1 LEAP Full by ILT member in Whetstone</p>	<p>75% teachers have moved into GBF Phase 3: Management</p>	<p>100% of staff have effective coaches</p> <p>Each PLC has participated in Learning Labs.</p> <p>Two teachers have shown exemplar use of PD in workshop sessions</p>	<p>100% Schedules reflect 100% FT students</p> <p>100% students grades 9-11 take PSAT/SAT practice</p> <p>100% 12th grade take Accuplacer</p> <p>MS Assessment</p>
Monthly Big Rocks (Highest Leverage Actions that should be reflected in calendar)	<p>EFFECTIVE IA DATA ANALYSIS AND PLAN Prewrite Analysis done by teacher</p> <p>Use Tools: Leading Effective Analysis Meetings, standards and exemplar responses, unit plans, Reteach Guide</p> <p>Prioritize and Reflect: Compare/ Contrast performance on standards to teacher's prediction and to district</p> <p>See gap in misconceptions in student work, and see gap in instruction</p> <p>Name action steps: Calendar 8 week reteach plans: <u>what, who, when, how</u></p> <p>Do the how for highest priority standard (model or guided discourse)</p> <p>ELA/Sped teachers either join or perform analysis independently.</p> <p>Ensure quality: Principal leads, models and/or observes data meetings for instructional leaders, reviews final product.</p>	<p>STAFF PROGRESSION DEEP DIVE Dive into Progress: evaluate progress in Whetstone action steps for both teachers and leaders: is there evidence of implementation of action plans & changed practices? Are teachers reaching larger development goals?</p> <p>Dive into Pace: Overall, are teachers mastering action steps? Are student progressing as expected? Check lesson plan review process to make sure</p> <p>Dive into Process: Planning time in ILT calendars to prepare for See it, Name it, Do it feedback for all direct reports, principal reviews quality feedback plans, and observes delivery. What leader gaps lead to teacher gaps?</p> <p>O&F Prioritization: ILT prioritizing classroom observation and feedback in calendars.</p>	<p>STUDENT CULTURE BUILDING Consistent culture rounds and presence at key areas of focus.</p> <p>If school culture is not at basic proficiency on 100% of compliance culture rubric components, continue focusing on adults skills.</p> <p>If proficient, build rigor and growth mindset supports <u>Identify</u> opportunity for rigor/social emotional support and prepare the <u>See it</u> (vision, opposite, rubric), <u>Name it</u> (minute-by-minute), and <u>Do it</u> (practice in PD) for</p> <p>ID and address highest priority students (academic or behavior), to ensure staff have healthy relationships, progress tracking (MTSS), and consistent communication</p>	<p>Planning for Adult Needs Be mindful of teacher stress: increase public and private celebrations of growth, solicit and respond to feedback</p> <p>Support Learning labs and exemplar teacher PD</p>	<p>Conduct PSAT/SAT practice, Accuplacer with early goal setting</p> <p>Calendar time and support for Capstone/Portfolio submissions</p>
Required Actions and Deliverables	<p>Data meetings in all PLCs and Unit Plan review.</p> <p>MTSS referrals made</p> <p>Update WIGs</p>	<p>100% teachers have 1 full and 1 short LEAP</p>	<p>Hold Student-led parent/teacher conferences, emphasizing growth mindsets</p> <p>Plans for OTG gaps: communicate, intervene, adjust plans, track</p>	<p>Address teachers not meeting lesson plan/or grading expectations</p>	<p>Capstone/Portfolio artifacts submitted.</p> <p>Cycle 1 data entered</p>

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
Recommended Actions and Deliverables	<p>Audit LPs for evidence of re-teach</p> <p>Video and peer collaborate to provide accurate feedback on data conversations</p>		<p>Support teachers with discipline concerns for skill and student relationship building.</p> <p>Student-led reflections of report card meetings with parents, where student owns and explains progress and tracking.</p>	<p>Differentiate PD— Example: Follow-up IA reteach plans' challenging standards by having teachers add rigor</p> <p>PD on Parent Conversations: revisiting building relationships and having conversations with parents. Follow that by scheduling prioritized school-wide home visits</p>	
Additional Criteria for Success	X% of teachers can accurately use modeling or guided discourse in reteach plans.		100% of students have received a positive phone call home by end of October.		



November: How do we ensure that all students have grade-level opportunities EVERYDAY?

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
MONTHLY PRIORITIES	Data-Driven Planning: Review Lesson Plans & student work protocol w/ ELL/IEP support	Staff Progression: analyze action steps, observations, feedback and PD application	PRIDE: If proficient on culture rubric, gather student feedback	Schoolwide Goals PRIDE/WOC Level of task predicts performance	Plan student recruitment
Monthly Criteria for Mastery (Is school on track?)	100% PLC's are implementing DDI protocol and effectively disaggregating data for ELLs and students with IEPs. Review lesson plans for grade-level tasks	80% of teachers proficient in GBF 2 planning pieces, especially active monitoring, and grade level tasks	100% student feedback on WEC School Culture and growth mindset	100% of staff have participated in PD on grade-level tasks and rigorous assignments WOC strategies	100% of feeder schools contacted and visits arranged.
Monthly Big Rocks (Highest Leverage Actions that should be reflected in calendar)	BOOST LESSON PLANNING LP Basics: If of the following is missing, correct immediately--strong objectives, assessment, exemplar, independent practice/small group, active monitoring	STAFF PROGRESSION DEEP DIVE O&F Prioritization: ILT prioritizing instructional observation and feedback. Dive into Progress: evaluate progress in action steps for both teachers and leaders: is there evidence of following action plans, changed practices, and results? Are they reaching achievement and development goals?	MONITOR SKILLS AND SYSTEMS If school culture is not at basic proficiency on 100% of culture rubric components supports must be addressed through O/F in Whetstone. Act on student feedback on culture and mindset. INDIVIDUAL STUDENT CULTURE ID and address highest priority students (academic or behavior), to ensure staff have healthy relationships, progress tracking, and consistent communication.	PRIDE/WOC Grade level groups are normed on grade-level tasks Strategies are aligned to PRIDE and WOC strategies	
Required Actions and Deliverables	3 weeks prior to IA2: Plan and Deliver PD on IA analysis expectations. Have teachers predict performance by marking each IA question: "confident" (students will get it right), "not sure," and "no" Sped teachers should participate.	All lead team attends appropriate development PD	Ensure strong culture systems are in place based on feedback	Teachers will showcase practice	Check for district info

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
Recommended Actions and Deliverables	<p>ILT leads effective WDMs</p> <p>Benchmark: Re-evaluate School on DDI Rubric to track progress</p>	<p>Trends identified in Deep Analysis explicitly addressed</p> <p>Observation and Action Step trends, problems of practice, and responses are evident in ILT, on PD scope and sequence, public trackers, and campus celebrations for growth.</p>	<p>If school culture not at proficient for school-wide expectations, calendar adjustments required.</p> <p>ROLLOUT/EXECUTE: action based on given feedback.</p> <p>Develop grade teams capacity to respond to behavior challenges</p> <p>Create plan for advocacy or peer support groups around students with common needs</p>	<p>Be mindful of teacher stress: increase public and private celebrations of growth, solicit and respond to feedback</p> <p>ID opportunity for increasing joy and rigor into staff culture.</p> <p>Model and name gratitude and support ops in preparing Thanksgiving celebration.</p> <p>Prepare teacher leaders to plan and lead campus PD opportunities with plan and rehearsal feedback</p>	<p>Shared Campus event?</p>
Additional Criteria for Success	<p>80% of teachers are proficient in reteach strategies modeling and guided discourse</p> <p>100% of teachers implementing reteach plans and show reassessment growth</p> <p>100% of teachers successfully add rigor to their lessons</p>	<p>100% of teachers have mastered at least 2 action steps</p> <p>At least 15 separate observations recorded in Teachboost per employee</p>	<p>Attendance percentage at 95% for MS and 93% for MS – chronic attendance numbers under 20%</p> <p>OSS number remain under district</p>		



December: How do we know our students are On-Track to Graduate?

	DDI	Observation/ Feedback	School Culture	Professional Learning	Operational/ Other
MONTHLY PRIORITIES	Rigorous Assessments and Exemplary Responses OTG	<u>Staff Progression:</u> analyze action steps, observations, and feedback, to plan staffing supports	Act on student feedback for Culture Reset	Staffing Support Decisions: act on ILT decisions	<u>Key Staffing Decisions:</u> Feedback for MY conversations
Monthly Criteria for Mastery (Is school on track?)	<p>PLCs able to use curriculum and standards, align rigorous assessment tasks, and make exemplars for all contents managed.</p> <p>100% of teachers will have standard- and objective-aligned assessments of learning with exemplar responses submitted with their unit/daily lesson plan</p> <p>80% of student OTG 9-12</p>	<p>90% teachers have moved beyond Phase 1 and 2 in GBF and 50% are proficient in Phase 3 GBF</p> <p>At least 17 separate observations recorded in Whetstone per employee</p>	School culture at basic proficiency on 100% of culture rubric components. If not, focus on reset components.	Prepare PD for Semester 2 with at least three differentiated tracks.	<p>100% teachers have mid-year comments in Whetstone.</p> <p>Holiday performances/celebrations</p>
Monthly Big Rocks (Highest Leverage Actions that should be reflected in calendar)	<p>AUTHENTIC MASTERY Monitor closely and address gaps in exit ticket rigor and alignment. Quick sort for data trends. Push towards tracking as soon as assessments are valid measurements.</p> <p>PREPARING FOR ANALYSIS Set Data Systems for collecting and analyzing IA, H/M/L student work samples</p> <p>3 weeks prior to IA1: Plan and Deliver PD on IA analysis expectations.</p> <p>Have teachers predict performance by marking each IA question: “confident” (students will get it right), “not sure,” and “no” (students get it wrong)</p> <p>Sped teachers should participate.</p>	<p>STAFF PROGRESSION DEEP DIVE Dive into Progress: evaluate progress in Whetstone action steps for both teachers and leaders: is there evidence of implementation of action plans & changed practices? Are teachers reaching larger development goals?</p> <p>Dive into Pace: Overall, are teachers mastering action steps? Are student progressing as expected? Check lesson plan review process to make sure</p> <p>Dive into Process: Planning time in ILT calendars to prepare for See it, Name it, Do it feedback for all direct reports, principal reviews quality feedback plans, and observes delivery. What leader gaps lead to teacher gaps?</p> <p>O&F Prioritization: ILT prioritizing classroom observation and feedback in calendars.</p>	<p>Monitor Holiday Season Culture If school culture is not proficient on 100% of culture rubric, keep urgently focusing on adults skills and MTSS and plan for strong reset in January</p> <p>Consistent culture rounds and presence at key areas of focus.</p> <p>Crucial conversations with parents are planned and rehearsed</p>	<p>STRATEGIC STAFFING Implement strong development plans for all staff based on Whetstone development</p>	<p>Strategic: Monthly look ahead and calendar adjustment</p> <p>Leverage staff relationships to prevent Winter Break losses</p>

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Required Actions and Deliverables	Utilize data for schedule changes	All students needing support attend appropriate development PD	Review OTG plans with students and staff	Plans for Jan. staff PD day due before break	SLO Support Sem 2 revisions if necessary Review OTG plans and ensure lead team and grade team are purposefully managing towards the goal
Recommended Actions and Deliverables	Review video on data conversations. APIs who are proficient in WDM components of SLL 1B and 1C lead IA2 data meetings independently. APIs not proficient co-lead data meeting with principal, including prep and role play. 100% of tested teachers receive PD on Guided Discourse Possible PD: Run Data Meetings to plan to re-teach challenging standards, and have teachers add rigor to their lessons using “Data-driven Best Practices for Increasing Rigor”	Observation and Action Step trends, problems of practice, PD scope and sequence, public trackers, and campus celebrations for growth.	Class meetings ensure student investment and executive function development. 100% of teachers have semester 2 student tracking systems and procedures planned for January implementation of MTSS. Schedule home visits for all teachers to participate in, targeting highest priority students Formal Culture Walkthroughs to target Appreciation through holiday festivities with staff ensures trust building and genuine praise	Act on PD feedback	Resources: Plan out process and timeline for efficient and strategic budgeting
Additional Criteria for Success					

