**STILL the B.E.S.T.**

Professional Learning Implementation Plan for Standards and Curriculum Leaders

25-26 Academic Year

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Introduction: The purpose of this document is to allow LCS schools a chance to build a framework for implementing the professional learning best practices provided in summer 2023 during the 2023-2024 academic year. This document will serve as a “team planning overview” for the year and also as a capacity-building support document. The intent of this document is to assist school academic leadership teams in creating a written plan for a “way of work” in the upcoming year.*

**Implementation Factor #1: Data Systems**

*Key questions for each curricular area:*

* What data will be used to make decisions about curriculum and instruction for your content area?
	+ What should educators use for formative assessment in their content area?
	+ What will be our method for ensuring all educators have access to formal sources of data (example: Ensuring that teachers are trained on accessing their FAST PM data)
* Who will collect this data and where will it “live?”
	+ How will formative assessment data be communicated to the content area and site leadership team?
	+ Example: All grade 3-5 teachers agree to utilize the *GoMath* lesson review questions as a resource for common formative assessment in the online Ed platform. In preparation for the team data review meeting every other week, teachers will provide the math coach with their standards overview report from the platform (or the coach will use the administrative report on standards and check in with teachers who do not have all necessary standards data present).
* How will it be communicated in aggregate to admin and staff?
	+ When will the site admin and content area leadership meet to discuss current trends in data for the content area?
* What are the needed/associated protocols for data action—not just analysis?
	+ What will be the routine questions covered by same content-area educators regarding the multiple sources of data presented?
	+ Example Questions: Do all of our data sources agree on the trends they show? (Do classroom/curriculum-based formative assessment trends match FAST PM data trends?) What are the “positives” of the current data? What do we think has led to these positives? What are the areas of need shown in the current data? What options do we have for addressing these needs?
* Where do these protocols/formats live and who is responsible for ensuring they are followed?
	+ Where will a record of the conversations (including the data questions from above) live for historical reference or to assist someone entering a role mid-year?
* When will conversations about data systems take place?
	+ When will there be “protected time” to talk about data with other educators?
	+ When will there be “protected time” for leaders and admin to talk about data?

Provide an overview/summary of your response to the key questions from above for your content area in the boxes below.

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| ELA/Reading - Data Systems Summary |
| Math – Data Systems Summary |
| Science – Data Systems Summary |

**Implementation Factor #2: Historic and Systemic Resources or Sources of Knowledge**

Key questions for each curricular area:

* What are the baseline expectations for instructional materials and day-to-day content for each curricular area?
* What reports, updates, newsletters, or other informational resources should leaders in each content area be able to access and stay up to date on? Are these the same for teachers? If not, what are the informational resources teachers are expected to access and review?
* How and when will the expectations above be communicated to all educators in the content area?
* When new leaders or new teachers are onboarded who will be responsible for sharing this information with them for each content area?

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| ELA/Reading - Resources and Sources of Knowledge |
| Math – Resources and Sources of Knowledge |
| Science – Resources and Sources of Knowledge |

**Implementation Factor #3: Uniformity and Equity in Intervention**

Key questions for each curricular area:

* How will interventions be administered? What will be the “threshold” or relevant data sets for determining a student’s need for tier 1, tier 2, and tier 3 instruction? Examples may include: a course their schedule? A pull out? A push in? Embedded in a content area-but addressed using differentiated grouping? Will it involve the use of a specific program?
* How often are we reassessing placement in each Tier of intervention?
* Who will assist in the intervention? Is it an interventionist or the classroom content teacher providing it? When is the main intervention facilitator reporting back to other colleagues who interact with the children?
* NOTE: For science, this may look slightly different at the elementary level, but there will still be a focus on “what to do when/what resources to use” when students struggle.

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| ELA/Reading - Resources and Sources of Knowledge |
| Math – Resources and Sources of Knowledge |
| Science – Resources and Sources of Knowledge |

**Implementation Factor #4: Sustaining Professional Learning and Planning Processes**

Key questions for each curricular area:

* What routine opportunities will exist for educators to collaborate both within the content area and across content areas?
* What are the expectations for participating in the opportunities listed above?
* How and when will opportunities for educators to collaborate include opportunities to address issues impacting specific populations of learners (I.e. ELLs, ESE students, gifted students, etc.)?
* What further professional learning opportunities will be key for educators within the content area? What further professional learning opportunities will be key for cross-content area learning?

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| ELA/Reading - Professional Learning and Planning |
| Math – Professional Learning and Planning |
| Science – Professional Learning and Planning |
| Cross-Content Area – Professional Learning and Planning |

**Team Member Roles and Responsibilities, 2025-2026**

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| ELA/Reading |
| Math |
| Science |
| Cross-Content Areas (ESE, Gifted, MTSS, etc.) |

**Appendices**

Attach key protocols or documents that will need to be easily accessed as an appendix to this document.