

in English and Spanish

Professional Learning Plan

Project Goal:

- Prioritized Key Metrics:**
- Reader Engagement
 - Writer Engagement
 - Baseline Reading Levels
 - Reading Practice
 - Confirmed Levels
 - Conference Activity
 - Accurate Power Goals
 - Levels Accuracy

District:

Principal:

School:

Leadership Learning Series: Systems Design

Date	Type of Visit	Focus of Visit	Date Requested
Before Implementation	Leadership Learning Series: Day 1 Interactive Workshop (Full Day) Participants: District and School Administrators	Principal(s) and Leadership Team set up the systems to support positive change cycles through improvement science. Change cycles focused on: <ul style="list-style-type: none"> What are we trying to accomplish? What changes might lead to an improvement? How will we know that a change is an improvement? Who will be involved in this change? 	
Week 6-8	Day 2	#1	
Week 10-12	Day 3	#2	
Week 14-16	Day 4	#3	
Week 18-20	Day 5	#4	
Week 22-24	Day 6	#5	
Week 26-28	Day 7	#6	
Week 30-32	Day 8	#7	
Week 34-36	Day 9	#8	
Week 38-40	Day 10	#9	

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Teacher/Leadership Team Launch: Transformative Literacy Design

Materials will arrive by:

Date	Type of Visit	Focus of Visit	Date Requested
Before Implementation	Interactive Workshop (Full Day) Participants: Teachers and Staff with District and School Administrators	Teachers and Leadership Team will prepare to launch change cycles on the following topics: <ul style="list-style-type: none"> • Reading Culture • Transformative Literacy Design • Differentiated Support: IRLA/ENIL • 100 Book Challenge: Routines of Readers and Writers Workshop • Research Labs: Units of Thematic Inquiry 	

Marking Period Dates:

First Marking Period:

Second Marking Period:

Third Marking Period:

Fourth Marking Period:

Dates for Quarterly Reviews:

Date Requested:

Date Requested:

Date Requested:

Date Requested:

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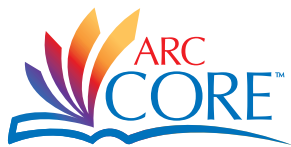
Professional Learning Plan

Unit 1: ARC Literacy Labs®

Date		Focus of Visit	Key Metrics	Date Requested
Week 1	Visit 1	Reading Culture Initiate Avid Reading Community Reading Relationship Conferences	Reader Engagement Scale Writer Engagement Scale	
	Visit 2	Reading Culture: Literacy Block Model Lessons Rituals and Routines of the Integrated Literacy Block		
Week 2	Visit 1	Baseline Levels: Model Conferences Initial IRLA/ENIL Reading Levels Teacher as Researcher	Baseline Reading Levels	
	Visit 2			
Week 3	Visit 1	100 Book Challenge School Reading: Launch Log Sheets Daily School Reading Practice Launched	On Target for Reading Practice	
	Visit 2	Baseline Levels: Model Conferences IRLA/ENIL Baseline Levels Teacher as Researcher	Baseline Reading Levels	
Week 4	Visit 1	IRLA/ENIL Levels Confirmation: Fishbowls Identify Initial Power Goals for All Students Teacher as Researcher	Confirmed Levels/ Levels Accuracy	
	Visit 2	Leadership Learning Walks: Levels Confirmation IRLA/ENIL Levels Confirmation by Leadership Team		
Week 5	Visit 1	100 Book Challenge Home Reading: Launch Optional Family Workshop	On Target for Reading Practice Conference Activity	
	Visit 2	Power Goals: Model Conferences Power Goals Confirmation by Leadership Team	Power Goals Identified	
Week 6	Visit 1	Small-Group Instruction: Organizing by Power Goal Small Groups Based on Power Goals	On Target for Reading Practice Conference Activity	
	Visit 2	Informational Research Labs: Collaborative Planning Grade Level Planning for Informational Research Labs		

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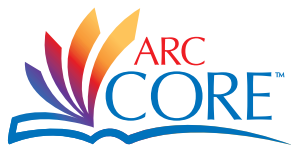
Unit 2: ARC Research Labs®

Materials will arrive by:

Date	Focus of Visit	Key Metrics	Date Requested	
Research Lab 1 FIRST 6-Day Inquiry Cycle				
Week 6-7	Visit 1	PLC Planning: Informational Research Lab Grade-level Instruction and Differentiation Task/Skills Required - Instruction	<ul style="list-style-type: none"> Reader Engagement Scale Writer Engagement Scale Accurate Reading Levels Reading Practice Conference Activity Accurate Power Goals • Rate of Reading Growth • % of Students Who Can Read Grade-Level Text with Basic Comprehension 	
	Visit 2	Classroom(s): Co-Facilitated or Modeled Research Lessons		
Week 8-9	Visit 1	PLC Planning Meetings: Evidence of Student Learning Drives Decision Making Student Work Analysis		
	Visit 2	Leadership Learning Walks: Building Units of Study Checklist		
Week 10-11	Visit 1	Classroom Support Visits One on One with Leadership: Differentiated Support		
	Visit 2	PLC: Rate of Reading Growth		
Research Lab 1 SECOND 6-Day Inquiry Cycle				
Week 12-13	Visit 1	PLC Planning Meetings: Lesson Planning Grade-level Instruction and Differentiation Task/Skills Required - Instruction		
	Visit 2	Classroom(s): Co-Facilitated or Modeled Research Lessons		
Week 14-15	Visit 1	PLC Planning Meetings: Evidence of Student Learning Drives Decision Making Student Work Analysis		
	Visit 2	Leadership Learning Walks: Building Units of Study Checklist		
Week 16-17	Visit 1	Classroom Support Visits One on One with Leadership: Differentiated Support		
	Visit 2	PLC: Rate of Reading Growth		

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Units 3 and 4: ARC Research Labs®

Materials for Research Labs 2 will arrive by:

Materials for Research Labs 3 will arrive by:

Date	Focus of Visit	Key Metrics	Date Requested
Research Lab 2 THIRD 6-Day Inquiry Cycle			
Week 17-18	Visit 1 PLC Planning: Genre Research Lab Grade-level Instruction and Differentiation Task/Skills Required - Instruction	Reader Engagement Scale Writer Engagement Scale Accurate Reading Levels Reading Practice Conference Activity Accurate Power Goals • Rate of Reading Growth • % of Students Who Can Read Grade-Level Text with Basic Comprehension • % of Students Who Can Apply Standards to Grade-Level Text • % of Students Who Can Write at Standards Level Proficiency	
Week 19-20	Visit 1 Classroom(s): Co-Facilitated or Modeled Research Lessons		
Week 21-22	Visit 1 PLC Planning Meetings: Analyze Student Work Student Work Analysis		
Week 23-24	Visit 1 Leadership Learning Walks: Building Units of Study Checklist		
Week 25-26	Visit 1 Classroom Support Visits One on One with Leadership: Differentiated Support		
	Visit 2 PLC: Rate of Reading Growth		
Research Lab 3 FOURTH 6-Day Inquiry Cycle			
Week 26-27	Visit 1 PLC Planning: Argument Research Lab Grade-level Instruction and Differentiation Task/Skills Required - Instruction	Reader Engagement Scale Writer Engagement Scale Accurate Reading Levels Reading Practice Conference Activity Accurate Power Goals • Rate of Reading Growth • % of Students Who Can Read Grade-Level Text with Basic Comprehension • % of Students Who Can Apply Standards to Grade-Level Text • % of Students Who Can Write at Standards Level Proficiency	
Week 28-29	Visit 1 Classroom(s): Co-Facilitated or Modeled Research Lessons		
Week 30-31	Visit 1 PLC Planning: Analyze Student Work Student Work Analysis		
Week 32-33	Visit 1 Leadership Learning Walks: Building Units of Study Checklist		
Week 34-35	Visit 1 Classroom Support Visits One on One with Leadership: Differentiated Support		
	Visit 2 PLC: Rate of Reading Growth		

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