

Planning for Unfinished Learning

Building the plan to address gaps across your school



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Four Domains Rubric**3.1 Comprehensive and Aligned Curriculum**

- **Curriculum** - The school uses a curriculum that is evidence based and aligned to state standards.
- **Lesson Planning** - The school provides the necessary resources and support for teachers to plan or revise lessons that support students in meeting grade level expectations.
- **Intellectual Preparation** - Teachers use curriculum resources to intellectually prepare for lessons that ensures deep understanding of how the lesson fits into the unit as a whole. Teachers go into lessons knowing possible misconceptions and how to address them.

Session Goals:

- PWBAT determine the skills/standards that were not taught for the grades in their school (ELA and Math)
- PWBAT prioritize the unfinished learning at each grade/content based on the importance of the standard (ELA and Math)

Key Questions:

- 1.
- 2.



Prioritizing Standards in Math:

1. Identify # of instructional days missed
2. Choose a grade level
3. Access curriculum map or pacing guide for grade level selected
4. Determine which units were missed based on # of days missed
5. Identify the major clusters for that grade level (*A Story of Units from ENY or Focus in Mathematics from Achieve the Core*)
6. Look through standards in units missed and record priority standards and additional standards

Untaught Standards

Emphasis Clusters	Priority Standards

Additional Standards

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Prioritizing Standards in ELA:

1. Choose a grade level
2. Access curriculum map or pacing guide for grade level selected
3. Determine which units were missed
4. Sort standards into “untaught” or “lightly taught”

Untaught Standards	Lightly Taught Standards

Reflection



30 Day Playbook. Read through the 30 Day Playbook in your materials. Once you read through the playbook, reflect on the following questions in your participant handout.

- What makes this document strong?
- How can you anticipate using something like this for instruction?



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30 Day Playbook Unpacked:

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Create the Content Playbook. With your team, begin creating a content playbook for the first 30 days of instruction.

- Choose one grade to start with
- Begin creating the 30 Day Playbook for one content area (either Math or ELA)
- Reference your list of prioritized standards from Session I
- Repeat with all other grade levels and contents

Planning Space





Level 2: Classroom Practices and Instruction

Guiding Question	Principal/Leadership Team Actions	School Actions
<p>What are the 3-5 consistent instructional strategies, classroom procedures, and routines that support student learning?</p>		
<p>What training of staff needs to happen?</p>		
<p>How will you monitor the instructional strategies and classroom practices?</p>		
<p>How will you build staff buy-in around the instructional strategies and classroom practices?</p>		
<p>How will you make adjustments as you go?</p>		



Lever 3: Data

Guiding Question	Principal/Leadership Team Actions	School Actions
What are the most important student learning data points that will drive decisions? (i.e. discipline, exit tickets, assessments)		
What system(s) will you create to look at student data frequently and timely?		
What will you ask of teachers as it regards the analysis of student work?		
What assessment systems do you want to put in place in classrooms? Do Now's? Exit Tickets?		
What training and follow-up will be needed with teachers to ensure student achievement is moving?		



Reflection

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