

# SpringBoard Instructional Support Plan at a Glance

## ***Instructional Support Visit***

- **What:** Modeled after EXCEerator, these visits provide an organizing structure to inform, connect and organize school and district work toward targeted goals.
- **Why:** Provides a real-time measure of where schools are at instructionally. The results of the visit informs the next steps.
- **When:** 3 times per year: Fall, Winter, and Spring. Visits are ½ day at each school. Allow for 5-7 days per cycle.
- **Who:** District (IS, Specialist, T&L) and School Team (Principal, Facilitator, Dept. Chair) participate in classroom visits to look for progress on goals that are consistent throughout the year. Specialist and Facilitator coordinate follow-up.
- **Where:** Each school that uses SpringBoard.

## ***Pacing and Planning Guide Revisions***

- **What:** Upon reviewing the curriculum, teachers determine time-frames when unit assessments should occur.
- **Why:** Calendar sets pace for the year.
- **When:** June 12<sup>th</sup>.
- **Who:** 2 teacher leaders per school.
- **Where:** CEC Middle College

## ***Unpacking Units and Assessments***

- **What:** Facilitator/Specialists will unpack units and assessments with teachers.
- **Why:** This deep understanding will help teachers plan more effectively, as well as identify gaps that need to be filled.
- **When:** Fall
- **Who:** SpringBoard teachers
- **Where:** School Sites

## ***Teacher Forums***

- **What:** Provides time for teachers to review student work and share best practices.
- **Why:** Elevates expectations and culture.
- **When:** Early Release in Dec. and Feb.
- **Who:** SpringBoard Teachers
- **Where:** Hosting school site.

## ***Inter-School Learning Walks***

- **What:** Teachers visit another school to participate in a learning walk and debrief.
- **Why:** Time to reflect, challenge deeply held beliefs, and implement a new practice.
- **When:** 4-6 times per year.
- **Who:** Voluntary teachers
- **Where:** Hosting school site

## ***College Readiness Writing Project***

- **What:** The project begins by collecting student exemplars in grades 6-12.
- **Why:** Develop instructional coherence in writing expectations in grades 6-12.
- **When:** Core Matters, Support Visits
- **Who:** 1 voluntary teacher per school.

## ***Independent Reading Project***

- **What:** Creates district guidelines (i.e summer reading) for incorporating independent reading within SpringBoard.
- **Why:** To increase the amount of time students are reading in SB, and to develop a reading culture within the district.
- **When:** May 12, Fall 09', and Spring 10'.
- **Who:** 1 voluntary teacher per school.

## ***PDU's***

- **What:** PDU's will be offered around 1) SpringBoard unit planning and embedded assessments, 2) *Understanding by Design*, 3) Supporting ELL's within SB, and 4) Differentiating Instruction within SB.
- **Why:** Opportunity for teachers to engage in a deep understanding of requested topics.
- **When:** Offered in Fall and Spring
- **Who:** Voluntary teachers

## ***Core Matters***

- **What:** Provides extra literacy support to selected schools. Core Matters connects with some SB topics, providing more focus.
- **Why:** To impact reading and writing achievement.
- **When:** Monthly sessions TBA
- **Who:** Core Matters schools

## ***Advanced Placement Teacher Group***

- **What:** This network will follow up the District/CB AP Achievement Institute.
- **Why:** To increase AP rigor and test scores while learning how to differentiate for students who are new to AP.
- **When:** June 16-19<sup>th</sup> and during the year.
- **Who:** Lit and SS AP teachers, Coordinators

## ***SpringBoard Newsletter***

- **What:** Features teacher tips, student work, updates and reminders.
- **Why:** Improves communication and builds a shared learning community.
- **When:** Quarterly
- **Who:** Specialist and Teaching and Learning