



Dayton Elementary

First semester - Teachers will be given one on one classroom visits by our CBE instructional coach. The culmination of these classroom visits will be a self-selected instructional goal with identified supports.

Second semester - We will be working with building instructional leaders and the K-5 instructional coach in providing teachers with collaborative support through a coaching triad model. Identified building based instructional leaders to be given tools for reflective practice and training in collaborative teacher coaching.

End of Year - Capacity Building: It will be our design, with thoughtful intention to build the reflective capacities of each teacher in the design and implementation of PL learning and instruction.

School	Beginning (August-October)	Middle (November-March)	End (April-June)
K	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math. <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Begin ELA portion of Learning Binder <ul style="list-style-type: none"> ○ Build progressions, matrices and align assessments. ○ Work on Teacher Assessment and Activities Catalog. 	<ul style="list-style-type: none"> ● 1st implementation of ELA portion of learning binders <ul style="list-style-type: none"> ○ Introduce progressions. ○ Students have voice and choice when practicing their goals. ● Build pathfinders capacity ● Revisit their progressions, matrices or assessments.
1st	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math and ELA (reading). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Full Implementation of ELA (Writing). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Build pathfinders capacity ● Revisit any of the progressions, matrices or assessments.

<p>2nd</p>	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math and ELA. <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Full Implementation of ELA (Writing). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Build pathfinders capacity ● Revisit any of the progressions, matrices or assessments.
<p>3rd</p>	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math and ELA (reading). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Full Implementation of ELA (Writing). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Build pathfinders capacity ● Revisit any of the progressions, matrices or assessments.

<p>4th</p>	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math and ELA (Reading Groups). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Full Implementation ELA (Writing). <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Build pathfinders capacity ● Revisit any of the progressions, matrices or assessments.
<p>5th</p>	<ul style="list-style-type: none"> ● Student Voice in creating Code of Cooperation and SOPs. <ul style="list-style-type: none"> ○ This is a major component for the implementation of personalized learning. It is essential for student engagement and ownership of learning. ● Full Implementation of Math and ELA. <ul style="list-style-type: none"> ○ Students are able to articulate their learning goals ○ Students have voice and choice when practicing their goals. ○ Students need to move through the progression at their own pace. 	<ul style="list-style-type: none"> ● Begin ELA portion of Learning Binder <ul style="list-style-type: none"> ○ Build progressions, matrices and align assessments. ○ Work on Teacher Assessment and Activities Catalog. 	<ul style="list-style-type: none"> ● 1st implementation of ELA portion of learning binders <ul style="list-style-type: none"> ○ Introduce progressions. ○ Students have voice and choice when practicing their goals. ● Build pathfinders capacity ● Revisit their progressions, matrices or assessments.