



AmplifyCKLA

**CURRICULUM**  
**SUPPORT**  
— **GUIDE** —

Phase III

# Table of Contents

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## III.1: Work the Plan and Gather Data

III.1.A: Train, Plan, and Coach Teachers	7
III.1.B: See the Work in Action and Listen to Questions and Concerns	9
III.1.C: Check In to Track Trends and Solve Quick Problems	13

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## III.2: Step Back and Adjust the Plan

III.2.A: Prepare Data for the Stepback	31
III.2.B: Step Back to Reflect On Progress and Challenges	33
III.2.C: Adjust the Plan and Communicate the Changes	37

---

## III.3: Annually Reset

III.3.A: Prepare Data For the Annual Stepback	59
III.3.B: Step Back As a Team to Reflect On Progress and Challenges	61
III.3.C: Adjust the Goals and Plan For the Coming Year	65
III.3.D: Celebrate Wins and Invest the Team in the Next Level Of Work	67

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## III.1

# Work The Plan And Gather Data

### Phase III: Learn

#### → Key Action III.1: Work the Plan and Gather Data

Key Action III.2: Step Back and Adjust the Plan

Key Action III.3: Annually Reset

#### Step III.1.A

Train, Plan, and Coach Teachers

#### Step III.1.B

See the Work in Action and Listen to Questions and Concerns

#### Step III.1.C

Check in to Track the Trends and Solve Quick Problems

### What is the goal?

The goal of this key action is to enact the plan you developed in Phase II, observe what works and what does not, and listen to feedback. In particular, this key action is about effectively enacting your plans for supporting teachers that you outlined in Key Actions II.3–II.5.

### Why is this Key Action Important?

Plans tend to fall along a spectrum. On one end, they are printed documents, put away in a binder on the shelf and gathering dust, and on the other end, they are living, breathing drivers of the work that are shared across a team. This key action is where the rubber meets the road and everyone begins to enact the plan. It can be difficult to lose momentum or focus when confronted with the daily pulls and pressures of

school life. This key action builds on the plans determined at the end of Phase II for progress monitoring, and focuses on consistent reflection. One of the differentiators between successful implementers and implementers who struggled was their ability to support teacher practice. The work of the [Three Pillars of Teacher Support](#) is challenging because of the diversity of factors involved such as instructional culture, team expertise, structural support, etc. As you go through this key action, it can be helpful to return to your plans in Key Actions II.3–II.5 to see where to improve. In the next key action, teams come together to compare notes, reflect, and adjust. In this key action, the team’s charge is to do the work, observe the outcome, and listen closely to all involved.

### Explanation of Language

We use the term **check-in** to refer to a meeting of the Implementation Support Team focused on monitoring progress and solving any problems.

## III.1.A

# Train, Plan, And Coach Teachers

### Notes

This step hinges on the work of Phase II — specifically, relying on your [Implementation Plan](#) assembled across all of the key actions in Phase II.

The resource [Project Planning Check-In Agenda](#) provides a sample agenda for a project planning check-in — a dedicated time to bring the Implementation Support Team together and allow for implementation problem solving and day-to-day discussion in service of the plan.

Training, planning, and coaching is about 1. setting up the structures to ensure that these supports happen (which you planned for in Phase II) and 2. making sure these supports are effective and leading to growth towards your goals. In Step II.3.E: Determine how you will support collaborative and individual planning, you diagnosed your professional learning system using the [Practice What You Teach Checklist for Schools and Systems](#). Revisit this checklist to guide your teacher support work.



III.1.B

# See The Work In Action And Listen To Questions And Concerns

## Notes

Be sure to observe at every level of implementation to gather a picture. The resource [Implementation Observation Guidance](#) is a list of the key interactions and look fors that early implementers benefited from observing in order to understand how things were going. It is helpful to create shared documents to pool observations and impressions.

# Guiding Questions

i. How is CKLA implementation going?

ii. What is going well?

iii. Where are we having challenges?

iv. What else do we need to see?

v. What are we hearing?



## Notes Continued

You can use the resource [Implementation Observation](#) Log to log questions and observe trends.

Listen to questions, concerns, and feedback. Listen for the pattern underneath the questions and listen for where the concerns are coming from.

Read the Phase III section of the vignette for a narrative example of common challenges that arise and how to respond to them.

## Guiding Questions

vi. What questions are we getting?

vii. What can we answer easily? What questions are more challenging?

viii. How are stakeholders responding to the materials?

ix. What concerns can we address easily? What concerns are more challenging?

### III.1.C

# Check In To Track The Trends And Solve Quick Problems

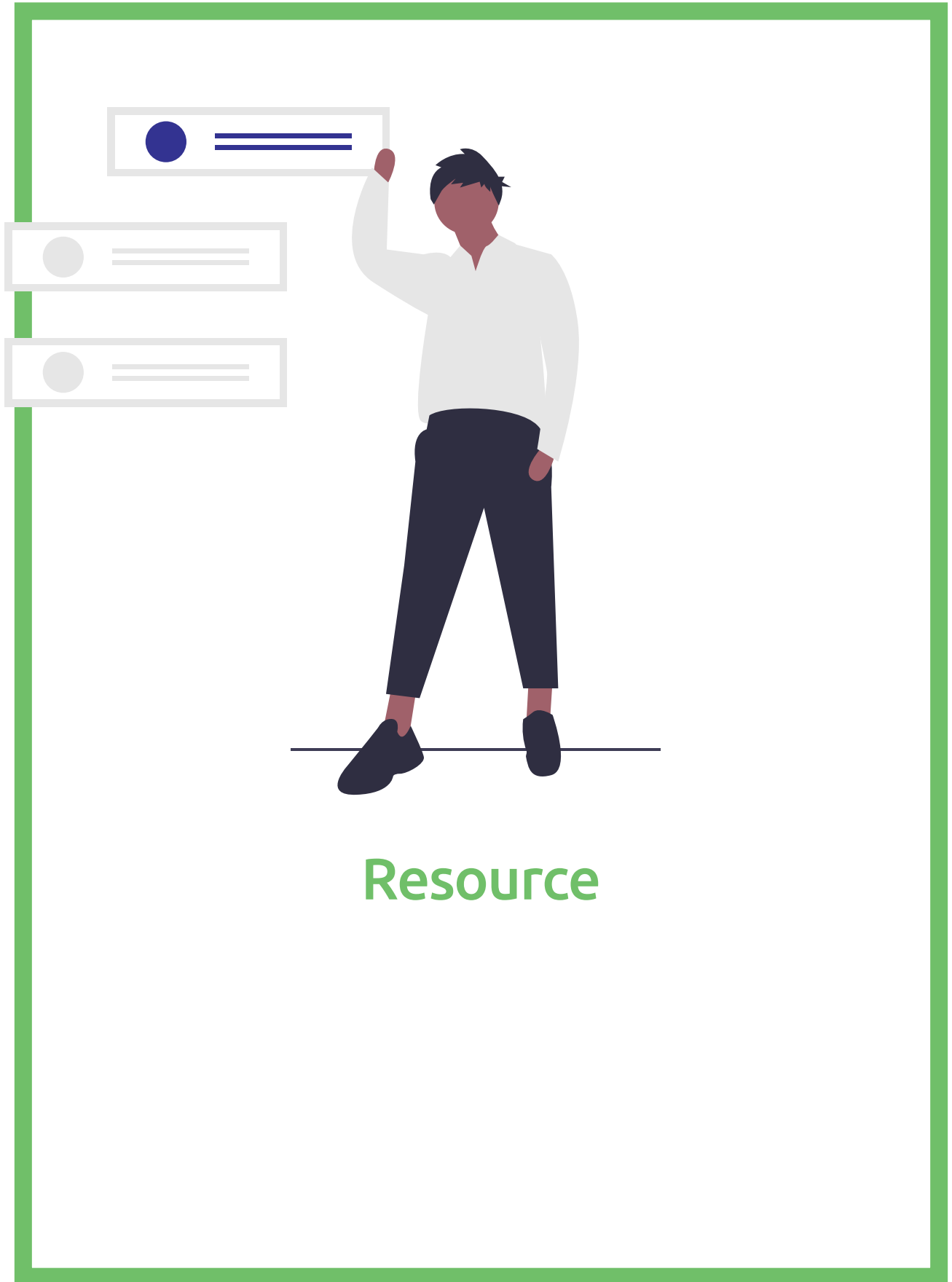
## Notes

Teams benefit from meeting briefly but regularly to support each other in the work of the plan. These quick check-ins allow for quick problem solving and adjustments.

Quarterly, the team benefits from a broader stepback to take stock on the whole story and make bigger adjustments, which you will plan in Key Action III.2: Step back and adjust the plan.

The [Project Planning Check-In Agenda](#) is a sample agenda for regular team check-ins, including ones that early implementers used.





Resource

## RESOURCE

# Implementation Support Team Role and Responsibilities

This resource is a template for keeping track of all of the projects and tasks that your team will take on during implementation. Before the work plan, there is space for recording major decisions and notes relevant to your work plan from across Phase I and Phase II: vision, core beliefs, goals, communications, roles and responsibilities, and decision-making process. This is meant to be a “one-stop shop,” but the format may not be right for your team. Modify as needed - add or delete sections, adjust tables and rows, or separate into multiple templates.

**Vision (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Core Beliefs (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Goals (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step C):**

Goal Area	Goal(s)	Measures & Frequency	How will we collect and analyze data?	When will we step back and adjust?
Teacher and student investment				
Teacher Practice				
Student Outcomes				

**Key Stakeholders and Communications (set at the end of each step in Phase II):**

Stakeholder Group	Communication Channels	Communications Needed

**Roles and Responsibilities (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Person / Role	Responsibilities	Training and Support Needs

**Decision-Making (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Key Decision	Who is responsible for making it?	Who will consult?



**Progress Monitoring (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step D):**

Goal	Progress Monitoring Action(s) to be Taken	Owner	Date	Outcome

**Work Plan: Below are descriptions of some of the terms across the top row.**

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

## RESOURCE

# Project Planning Check-In Agenda

This check-in agenda can be used for regular but brief meetings of the implementation team to assess progress on the implementation plan and progress towards goals, with opportunities to synthesize learnings and adjust the plan.

### **Useful links for the meeting:**

- [Link to instructional vision \(Key Action 1.2\)](#)
- [Link to completed Implementation Plan](#)

**Meeting Pre-Work**

Implementation Leader completes the Goals Dashboard below and sends it to the team for review. Team members also update a document sharing project updates using the table below.

**Goal Dashboard:** Copy the Goals and Measures and Frequency from the Implementation Plan, then fill in Current and Gap to Goal for each.

Goal Area	Goal(s)	Measures & Frequency	How will be collect and analyze data?	When will we step back and adjust?
Teacher and student investment				
Teacher Practice				
Student Outcomes				

**Key Stakeholders and Communications (set at the end of each step in Phase II):**

Project	Owner	Updates	Upcoming deadlines or next steps	Questions or flags for discussion

Agenda Item/Timing	Topic	Components
5 minutes	Opening	<ul style="list-style-type: none"> <li>Each person shares a moment or memory from the work that stands out to them since the last meeting</li> </ul>
15 minutes	Overall Project Updates	<ul style="list-style-type: none"> <li>Review the team's written project updates</li> <li>Discuss any questions or next steps</li> <li>Review: What are the key deadlines? Are we on track?</li> </ul>
10 minutes	Progress-to- Goal Review	<ul style="list-style-type: none"> <li>Look at the completed goals dashboard together and discuss progress made                             <ul style="list-style-type: none"> <li>Where were areas of strength? What were the drivers?</li> <li>Where were challenge areas? What were the drivers?</li> <li>What lessons have been learned?</li> <li>What can we celebrate and share?</li> <li>What can we refine and adjust?</li> </ul> </li> </ul>
15 minutes	Project Plan Discussion & Revision Time	<ul style="list-style-type: none"> <li>Based on the project and goal discussion, do any plans need to be updated? If so, go into the Implementation Plan now and change them. Some areas for consideration:                             <ul style="list-style-type: none"> <li>What, if anything, is pulling focus?</li> <li>What needs to change to accomplish our work and goals?</li> </ul> </li> </ul>
10 minutes	Open Questions and Key Decisions	<ul style="list-style-type: none"> <li>Make space for open questions about the plans, answered by project owners</li> <li>Make space for decision-makers (named in the Implementation Plan) to make final calls</li> <li>Discuss: What is the next set of work coming up, and what do we want to observe and listen for before our next meeting?</li> <li></li> </ul>
5 minutes	Next Steps & Closing	<ul style="list-style-type: none"> <li>Based on the project and goal discussion, do any plans need to be updated? If so, go into the Implementation Plan now and change them. Some areas for consideration:                             <ul style="list-style-type: none"> <li>What, if anything, is pulling focus?</li> <li>What needs to change to accomplish our work and goals?</li> </ul> </li> </ul>

RESOURCE

# Observing Implementation

This resource is a list of the key interactions that early implementers benefited from observing in order to understand how things were going. Some early implementers created shared documents to pool observations and impressions.

## Key Interactions

- Unit/Domain internalization meetings (K-2 Skills Units; K-2 Knowledge Domains, and/or 3-5 Integrated Units)
- Lesson internalization meetings
- Common planning meetings
- Department meetings
- Teacher and Leader training
- Coaching meetings (pre- and post-observation)
- Classroom observations
- Student work analysis
- Internal and external PD related to instruction
- Teacher conversations and focus groups
- Student conversations and focus groups

## Look-fors in Train, Plan, Coach

*\*All look-fors will not show up in every single planning, coaching, or training observation. They are meant to guide observations and provide a lens to help you consider where to adjust.*

### Across all work:

- What are the key messages people hear about the CKLA materials?
- Do people have a clear understanding of how the materials link to the vision for excellent instruction and goals?
- Do all educators have clarity on their roles and responsibilities for utilizing the materials? (including lesson customizations, incorporating materials into coaching, etc.)
- Do all educators have the skills and knowledge they need to utilize the CKLA materials effectively?
- Are leaders championing the CKLA materials?

### In Individual and/or Collaborative

#### Planning (Key Action II.3):

- Are teachers doing the work of the lesson before teaching? (reading the text, completing formative assessments)
- Do teachers have a vision for what student work (written, oral) should look like?
- Do teachers know the common misconceptions in student work?
- What are teachers looking for when they analyze student work? What are they doing with this information?
- Do teachers have an understanding of the core understandings of the unit?
- Are teachers making strong adaptations to lessons to support student learning without diluting the rigor of the assignment?
- Is there a positive culture in professional learning communities?
- Does the leader of the professional learning community effectively guide conversation and plan for meetings? Does learning have a clear goal?

#### In Coaching (Key Action II.4):

- Do coaches review lessons in CKLA before observations? Do they use the curriculum during observations?
- Are coaches linking planning to teaching practice? (e.g., are they coaching on lesson internalization and planning with teachers when necessary?)
- Are coaches giving content-specific feedback in the context of CKLA?
- Is coaching focused on a small set of indicators in teacher practice aligned to your vision and walkthrough tool?
- Are teachers improving on the indicators identified?

#### In Training (Key Action II.5):

- Is the training content and curriculum specific?
- Are the training goals aligned to a larger scope and sequence for training? Are they aligned to the goals for implementation and vision of excellent instruction?
- Does the training reflect the key tenets of good adult learning?
- Are teachers and leaders gaining knowledge and skill from training? How do you know?
- Are leaders able to transfer knowledge/learning to support their teachers? How do you know?
- Do teachers and leaders have clarity on how training should translate to practice?
- Does the leader of the training have a deep understanding of the materials? Do they promote a positive culture in the training?











## III.2

# Step Back and Adjust the Plan

### Phase III: Learn

Key Action III.1: Work the Plan and Gather Data

→ **Key Action III.2: Step Back and Adjust the Plan**

Key Action III.3: Annually Reset

#### Step III.2.A

Prepare Data for the Stepback

#### Step III.2.B

Step Back to Reflect on Progress and Challenges

#### Step III.2.C

Adjust the Plan and Communicate the Changes

### What is the goal?

The goal of this key action is to examine progress to goals, identify key successes, and learn from and solve for significant challenges. After analyzing the data and considering key drivers, the team will adjust the plan for the next chapter of work.

### Why is this Key Action Important?

While the team meets consistently during the year to monitor progress and keep the work moving forward, a formal stepback at a larger interval of time allows for deeper reflections and gives the team an opportunity to get out of the day-to-day challenges and take stock of overall progress to your goals. This is the time to look at the whole picture and decide what to do. Listening and adjusting builds investment and confidence, and it allows everyone involved to be more efficient in spending energy in ways that support progress.

### Explanation of Language

We use the word **stepback** as a noun to refer to the actual meeting that takes place with the Implementation Support Team and **step back** as a verb describing the collective act of gaining perspective on the whole story. We use the term **quarterly** to refer to the practice of doing these stepbacks each quarter, although we have seen some early implementers benefit from more frequency in the first three months. **Data** refers to quantifiable data (i.e. student scores or survey results) as well as qualitative data (i.e. observation notes).

## III.2.A

# Prepare Data For The Stepback

### Notes

The resource [Quarterly Stepback Agenda and Email](#) is a sample agenda with an adaptable email that you can send.

You can also use the sample [Quarterly Stepback Data Gathering Template](#) to collect all data and stakeholder feedback in one place. You can also reference the notes in the Implementation Observation Log you used in **Step III.1.B: See the work in action and listen to questions and concerns.**

Sharing and discussing data openly can be scary and trigger feelings of evaluation for team members, particularly when looking at data broken out by any subgroups (i.e. specific grade levels, schools, etc.). Setting team norms around meeting culture can help make the discussion more productive for the team.

The resource [Quarterly Stepback Meeting Norms](#) includes some sample norms that you can use as a starting point.

Ensure you are disaggregating the data where possible to evaluate for equity. Are all student groups getting access to the same experience and expectations?



## III.2.B

# Step Back To Reflect On Progress And Challenges

### Notes

Reference your agenda, sample norms, and templates for organizing data for the conversation that you laid out in Step III.2.A: Prepare data for the stepback.

If the results are clear about some areas for improvement, add additional guiding questions in advance to focus on the root cause and potential solutions for those areas.

While it's tempting to try to solve everything at once, it can be helpful to focus on 2–3 improvements and keep the rest on a running list for potential changes to revisit.

In the next key action, you will adjust your plan and determine what you are going to do in more precision.





## Notes Continued

This step asks you to go back into your [Implementation Plan](#) to adjust the plan, as opposed to throwing the old plan out and starting from scratch.

The resource [Examples of Mid-Year Adjustments](#) is a set of examples of the kinds of adjustments that have been made mid-year towards different goal areas.

Leverage your bright spots and share learnings in your game plan.



## III.2.C

# Adjust The Plan And Communicate The Changes

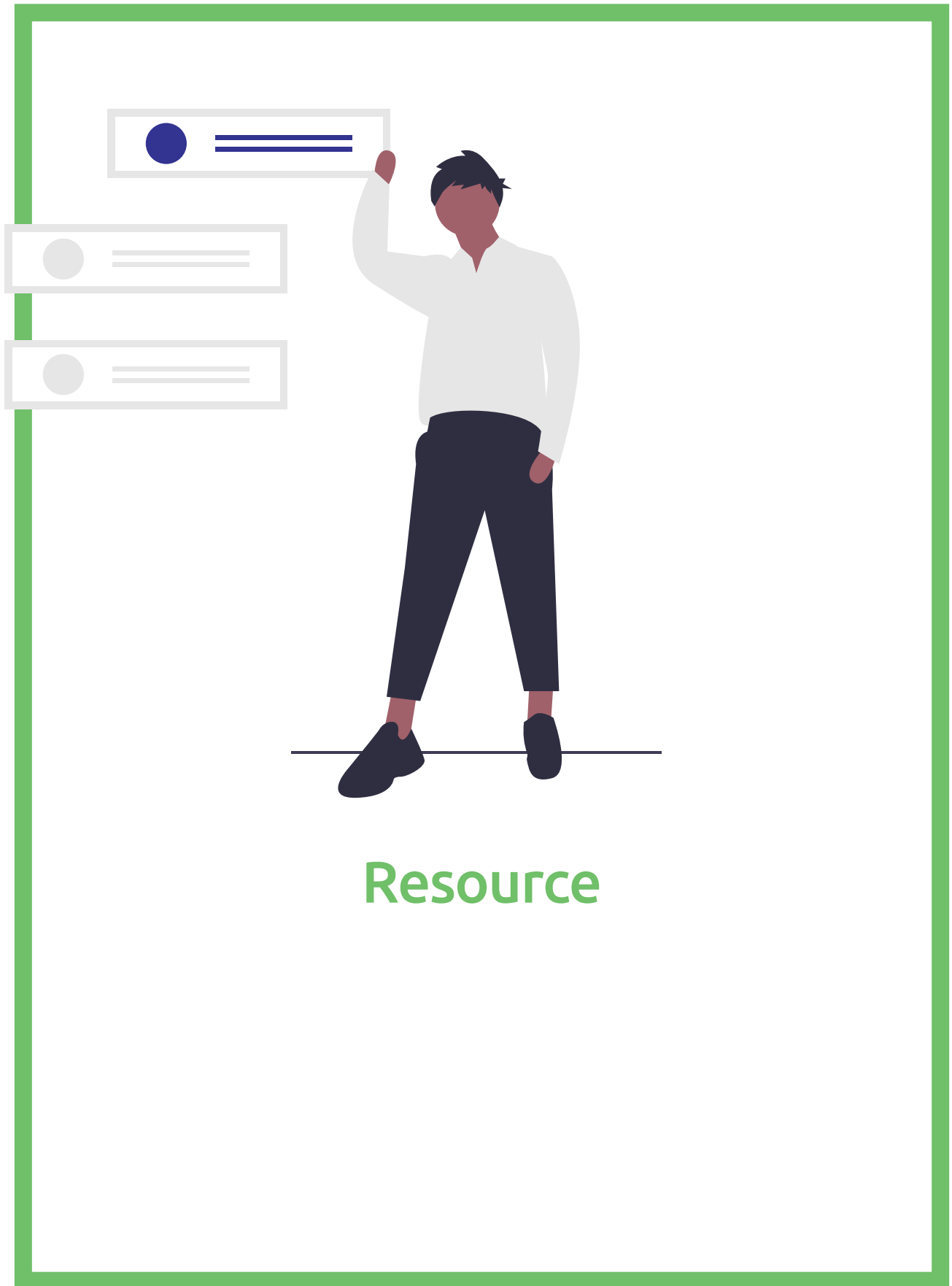
### Notes

Go back to your [Implementation Plan](#) to track your next steps and add to your roles and responsibilities tracker.

Quarterly communications can be a great opportunity to celebrate the hard work of implementation and fuel the fire to keep continuously improving.

Listening and adjusting the plan builds confidence and trust, especially when every member of the team is on the same page and can describe the rationale in a way that is connected with the vision and core beliefs.





Resource

RESOURCE

# Quarterly Stepback Agenda and Email

This resource provides goals, a sample agenda, and a sample email for a Quarterly Stepback Meeting.

## Curriculum Support Quarterly Stepback Meeting Agenda Month Day, Year, Meeting Time

**Goals:**

- Use data to build a shared understanding of the successes and challenges of curriculum support in the last quarter
- Identify drivers of successes and challenges
- **Use successes, challenges, and drivers to plan support for the upcoming quarter**

**Agenda**

Time	Description
15 mins	<p><b>Welcome and Opening</b></p> <ul style="list-style-type: none"> <li>• Goals and agenda review</li> <li>• Review norms for the group</li> <li>• Opening round: <ul style="list-style-type: none"> <li>• What is the most exciting thing you have seen in curriculum support in the last few weeks?</li> <li>• What are you worried about?</li> </ul> </li> </ul>
30 mins	<p><b>Data Review</b></p> <ul style="list-style-type: none"> <li>• Compile and share data from various stakeholder groups including observations, teacher feedback, principal feedback, etc.</li> </ul>
30 mins	<p><b>Synthesize Successes and Challenges</b></p> <ul style="list-style-type: none"> <li>• Discuss and chart the questions below:</li> <li>• Based on the data shared and your experiences, what have been the successes in curriculum support over the last quarter? <ul style="list-style-type: none"> <li>• Based on the data shared and your experiences, what have been the challenges in curriculum support over the last quarter?</li> </ul> </li> </ul>
30 mins	<p><b>Identify Drivers of Trends in Successes and Challenges</b></p> <ul style="list-style-type: none"> <li>• Discuss and chart the questions below: <ul style="list-style-type: none"> <li>• When we look at the areas of success, what was the driver (practices, resources, process, etc.) for each one?</li> <li>• When we look at the areas of challenges, what was the driver (practices, resources, process, etc.) for each one?</li> </ul> </li> </ul>
45 mins	<p><b>Planning for Next Quarter</b></p> <ul style="list-style-type: none"> <li>• Choose which challenges to focus on in support next quarter</li> <li>• Review and adjust implementation plan for the next quarter with an eye toward addressing the identified challenges</li> </ul>
15 mins	<p><b>Closing and Reviewing Next Steps</b></p>

**Sample email to send to Quarterly Stepback participants**

Hi team,

I'm excited to see you all next week for our Quarterly Stepback meeting! Please remember to bring any notes or data on challenges and successes to inform our discussion. The agenda and goals for our time together is attached. Please let me know if you have any questions. In preparation for the meeting, please review the agenda and jot down notes and reflections around the "Synthesize Successes and Challenges" section.

Best,

Attachment: Agenda



**System Level Results**

Goal Area	Goal/Measures	Q1 Results	Q2 Results	Q3 Results	Q4 Results
Teacher and student investment					
Teacher Practice					
Student Outcomes					

**School Level Results**

Goal Area	Goal/Measures	System Results	School A	School B	School C	School D
Teacher and student investment						
Teacher Practice						
Student Outcomes						

**Teacher and Student Investment - School and System Breakdown**

Survey Question	System	School A	School B	School C	School D

**Teacher Practice**

Indicator on Walkthrough Tool	System	School A	School B	School C	School D

**Student Outcomes**

Assessment	System	School A	School B	School C	School D









## RESOURCE

# Quarterly Stepback Meeting Norms

This resource provides sample meeting norms. Setting norms are essential for discussing data and productive meetings.

- Assume positive intentions.
- Take responsibility for yourself as a learner and contributor.
- Actively listen to each other's ideas and opinions.
- Ask questions to clarify and understand.
- Strive for equity of voice. ( UnboundEd, 2019)
- Identify and reframe deficit thinking and speaking. ( UnboundEd, 2019)
- Use multiple points of data and evidence to make informed decisions.

### **Implementation Plan**

This resource is a template for keeping track of all of the projects and tasks that your team will take on during implementation. Before the work plan, there is space for recording major decisions and notes relevant to your work plan from across Phase I and Phase II: vision, core beliefs, goals, communications, roles and responsibilities, and decision-making process. This is meant to be a "one-stop shop," but the format may not be right for your team. Modify as needed - add or delete sections, adjust tables and rows, or separate into multiple templates.



**Vision (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Core Beliefs (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Goals (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step C):**

Goal Area	Goal(s)	Measures & Frequency	How will we collect and analyze data?	When will we step back and adjust?
Teacher and student investment				
Teacher Practice				
Student Outcomes				

**Key Stakeholders and Communications (set at the end of each step in Phase II):**

Stakeholder Group	Communication Channels	Communications Needed

**Roles and Responsibilities (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Person / Role	Responsibilities	Training and Support Needs

**Decision-Making (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Key Decision	Who is responsible for making it?	Who will consult?

**Progress Monitoring (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step D):**

Goal	Progress Monitoring Action(s) to be Taken	Owner	Date	Outcome

**Work Plan: Below are descriptions of some of the terms across the top row.**

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

## RESOURCE

# Examples of Mid-Year Adjustments

This resource provides examples of mid-year adjustments a system might make when implementing new materials. This can help give you an idea for how to make changes to improve implementation during the school year.

### Example 1

Data from teacher surveys, as well as informal conversations with teachers at different schools, revealed that teachers wanted more opportunities to collaborate with one another. They specifically wanted to know the kinds of modifications other teachers were making to the curriculum and how those modifications were supporting specific groups of students, like English learners and students who were advanced or gifted. Teachers wanted to be able to learn from teachers in other schools, not just their own.

In response, the system's instructional coaches got together and created a series of online documents where teachers could post and share ideas. They created an online folder for each grade level and within each folder was a page for each of the curriculum's units. They made a simple template for each page where teachers could indicate which lesson they modified, what they changed, and what the results were. As much as they could, the coaches populated the pages with information based on examples of strong modifications they'd seen in classrooms.

Coaches shared information about the online pages with teachers. They reminded teachers that everyone was in a slightly different place with their pacing and teachers might be able to get ideas for future lessons from teachers who were slightly ahead in the pacing. Coaches also encouraged all teachers to log their modifications, so they would have a record of changes that they could reference the next year.

### Example 2

System leaders set up a focus group for teachers and principals because they wanted help brainstorming more ideas for how they could support teachers in using the curriculum. One theme that came out of the meeting was that teachers were working really hard, but the goals they were working toward felt really far away.

Leaders brainstormed ways to provide ongoing encouragement and recognition to teachers. They came up with a CKLA Teacher of the Month award. Coaches submitted the names of teachers who had made improvements, met a goal, supported another teacher, or shared a helpful resource. System leaders printed certificates for these teachers and posted an announcement on the school website. Leaders urged coaches to submit the names of teachers who were finding creative ways to address challenges with the curriculum, not just those who were teaching it well.

### Example 3

At the beginning of the first year with the curriculum, system leaders set the expectation that teachers fill out a lesson planning template aligned to the new curriculum. Leaders thought that filling out the template would support teachers in preparing for lessons by prompting them to review and describe each component of the lesson. While teachers took preparing for lessons seriously, many began complaining that filling in the lesson template was a waste of time. All the information

required by the template was already supplied in the teacher's guide, and teachers reported feeling like they were just "copy and pasting". Many teachers felt that completing the lesson template was busy work that actually took away from the time they wanted to spend preparing to teach.

In response to this feedback, system leaders – with further input from teachers – adjusted their expectations for lesson preparation. The new expectation was that teachers would annotate their teacher's guides, noting where they might need to ask an additional question, model an extra example, extend an idea, or switch up the sequence of problems. Additionally, teachers were expected to show their work for all tasks in the lesson and note places where student misconceptions might crop up.

## III.3

# Annually Reset

### Phase III: Learn

Key Action III.1: Work the Plan and Gather Data

Key Action III.2: Step Back and Adjust the Plan

#### → Key Action III.3: Annually Reset

##### Step III.3.A

Prepare Data for the Annual Stepback

##### Step III.3.B

Step Back as a Team to Reflect on Progress and Challenges

##### Step III.3.C

Adjust the Goals and Plan for the Coming Year

##### Step III.3.D

Celebrate Wins and Invest the Team in the Next Level of Work

### What is the goal?

The goal of this key action is to look back on the year, celebrate successes, name areas of growth, and define the next level of work for the following school year.

### Why is this Key Action Important?

After going through multiple cycles of the improvement process throughout the school year, it is important to reflect on the year as a whole. The end-of-year reflection is slightly different than quarterly stepbacks. The data is different since there is access to summative data and there's an opportunity to dig into additional data sources that might have been missed during the school year. Also, the context is different, with system and school leaders looking ahead to the next school year, particularly with an eye to changes in workforce. Schools change more dramatically from year to year than within a given year. The end of the year provides an opportunity to revisit the improvements list generated throughout the school year and consider which changes to tackle during the upcoming year and over the summer. It's a chance to reignite the fire for the team as well as institutionalize work started this school year.

### **Explanation of Language**

We use the term **annual planning** to reference end of one school year planning in preparation for the next year, but this can take place at any point in the spring or in two parts — once before data is back and again once all data is in.

### III.3. A

# Prepare Data For The Annual Stepback

## Notes

Some leaders opt to do a series of stepback meetings with different groups of stakeholders. The resource [End-of-Year Stepback Guidance and Materials](#) provides an overview of the options with a sample agenda, including an adaptable email that you can send. You can also use the [End-of-Year Stepback Data Gathering Template](#) to gather all data and stakeholder feedback in one place. It might also be helpful to reference past notes from prior quarterly stepback meetings.

Ensure that you are disaggregating the data where possible to evaluate for equity, specifically for students in poverty, students of color, students with disabilities, and students learning English.

Sharing and discussing data openly can trigger feelings of evaluation for team members. Setting team norms around meeting culture can help make the discussion more productive for the team. The document [Quarterly Stepback Meeting Norms](#) includes some sample norms that you can use as a starting point.

[The End-of-Year Stepback Considerations for Staffing](#) resource has additional considerations for the annual stepback attending to workforce changes.





# Step Back As A Team To Reflect On Progress And Challenges

## Notes

Reflecting on the systems and processes that the team used to support implementation will help surface what to replicate or adjust for next school year. It can be helpful to reference old quarterly stepback notes. [The End-of-Year Stepback Agenda](#) is an example for this conversation.

After year 1, many curriculum leaders tend to emerge — teachers and leaders who champion the materials, teachers who are rock stars at utilizing the materials, and leaders who are savvy in supporting teachers. When considering needs for next year, identify these players to help lead the work the following school year.



## Guiding Questions

i. Where did we meet our goals?

i. What were the drivers of success?

i. Where did we miss our goals?

i. What held us back from meeting those goals?

i. What will be different next year?

## Notes Continued

Sometimes questions surface during this step around the possibility of changing materials. We have found that most often, there are challenges with implementation due to planning issues in Phase II and recommend starting by revisiting those plans. Changing materials often has unintended consequences. It requires starting this entire change management process over again, which affects systems and structures and requires a substantial new set of learnings for all educators in the system. Changing materials can also disrupt student learning, particularly if you are using a set of materials with a specific pedagogical approach. We recommend proceeding with caution when considering a materials change if you already have high-quality, standards-aligned materials in place.

[Considerations when Changing Materials](#) outlines factors to consider as well as the type of criteria that might lead you to change curriculum.



# Adjust The Goals And Plan For The Coming Year

## Notes

The summer can be a critical time for training new teachers and doing systems planning for the next year of implementation. It can be helpful to make separate or specific plans for the summer, focused on teacher and leader training, updates to policies, and planning meetings for structures for supporting teachers and leaders.

The document [Goals for Implementation](#) shares an example of annual goals used by early implementers.

Go back through Phase II to rethink any systems that require adjustment. Update your [Implementation Plan](#).



# Celebrate Wins And Invest The Team In The Next Level Of Work

## Notes

Remind everyone that this work is a journey and rekindle the original dreams and aspirations for students that led to this journey and make persisting in it worthwhile.

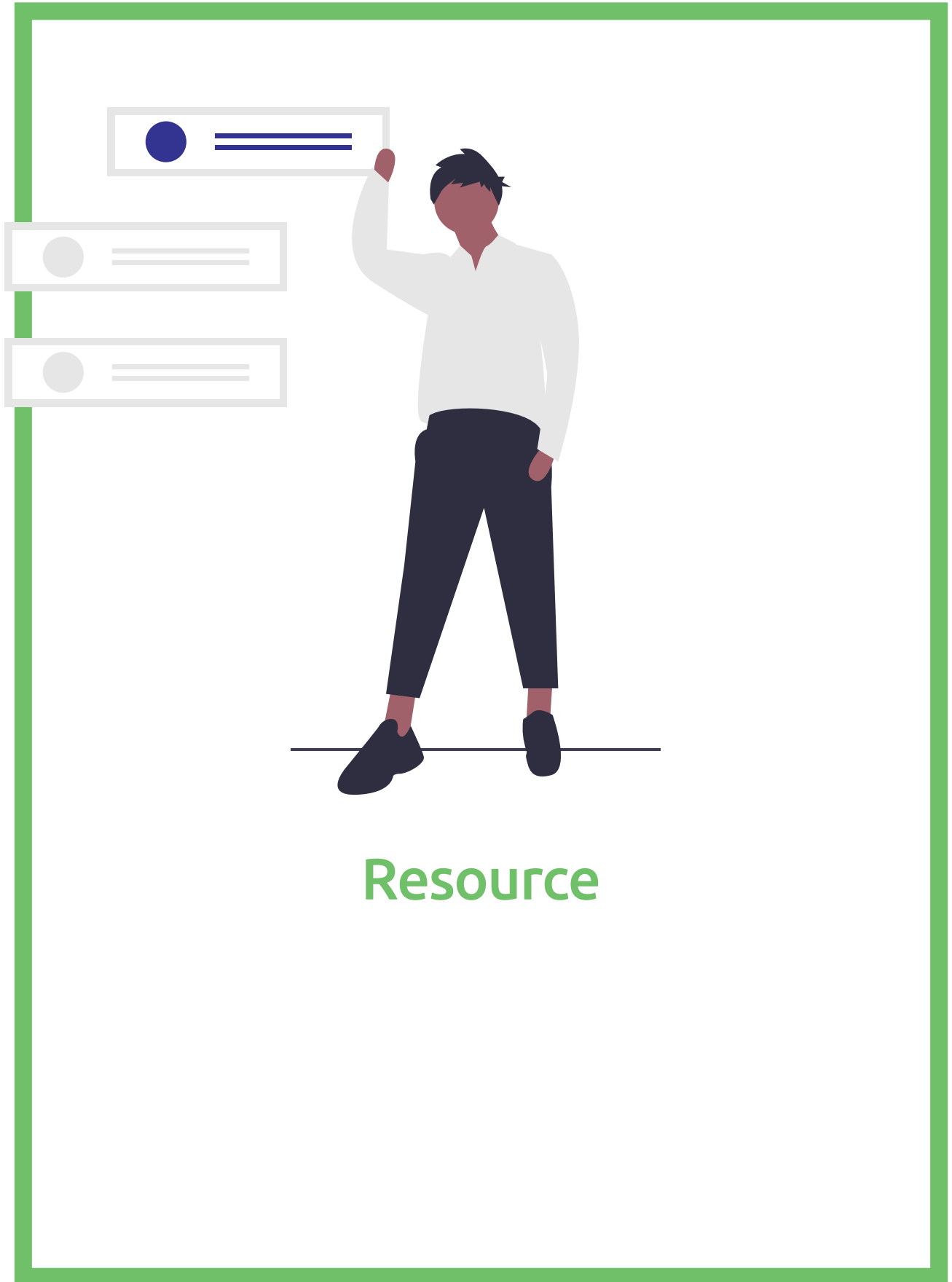
Share celebrations and wins across all stakeholders, naming what worked. Positive successes will reinvest people in the next level of work needed.

Find sample communications for the end of year 1 in the resource [Email for End-of-Year Communication](#).

The resource [End-of-Year Celebration Ideas](#) includes different ways to celebrate with your team at the end of a big year.







Resource

RESOURCE

# End-of-Year Stepback Guidance and Materials

This resource provides an overview of options for stepping back with a range of stakeholders at the end of the year.

Some leaders opt to do a series of stepback meetings with different groups of stakeholders. The following chart lists potential groups to meet with.

Stakeholder Group	Why meet with this group?
Teachers	Teachers are on the front lines of curriculum implementation. They deserve to hear the results of their work firsthand and will also have valuable insights and suggestions for improvement based on their experiences.
Students	Like teachers, students experienced the curriculum first hand and will have insights about the strengths and weaknesses of the materials. Students may also have a sense for where teachers excelled with the curriculum and where teachers may still need extra support. Students may be less interested in hearing about the goals schools set and how the final data compared; the purpose of a student focus group would be to hear more about their personal experiences with the materials and what they'd like to see change and stay the same the following year.
Coaches, principals, and other leaders who regularly observed in classrooms	Leaders who observed regularly in classrooms will likely have insights that help explain the trends in data. Principals, coaches, and other regular observers are the ones who can say, "that result makes sense, because in classrooms I saw students doing XYZ," or "that result is surprising because, when I observed, students and teachers seemed to be getting it – is there another piece of data we can look at that can help explain the full story?" Coaches and principals will also be able to make recommendations for supports that will help students and teachers improve.
Family and community members	While family and community members may have limited classroom expertise, their investment in the curriculum implementation process is important. Inviting family and community members to stepback meetings sends the message that they are a valued member of the process. They may offer creative solutions to challenges and consider ways that the outside-of-school community can support students and teachers with the new materials.

RESOURCE

# Meeting Agenda

## Meeting Agenda

- Quickly explain the goals that were set at the beginning of the year for curriculum implementation and why you set those goals.
- Share data from the year and explain which goals were met.
- Identify successes and discuss what led to these successes.
- Identify areas of challenge and what contributed to these challenges.
- Identify the challenges that are most worth addressing in the upcoming year.
- Discuss specific actions the district can take to address these challenges.

*To help identify successes and challenges, consider asking questions from the following lists.*

## Possible Focus Group Questions

### Teacher Questions

- Which supports were most helpful to you this year as you were learning how to use the materials?
- Were there times when you wanted more support? What could that support have looked like?
- What recommendations do you have for how we can best support teachers next year?
- What recommendations do you have for how we can best support our new teachers who will be using the materials for the first time this upcoming year?
- Anything else you'd like to share?

### Leader Questions

- Which supports were most helpful

- to you this year as you were learning how to use and support the materials?
- Were there times when you wanted more support? What could that support have looked like?
- What recommendations do you have for how we can better support teachers next year?
- What recommendations do you have for how we can better support leaders next year?
- What recommendations do you have for how we can best support our new leaders who will be supporting the materials for the first time this upcoming year?
- Anything else you'd like to share?

### Student Questions

- How did the new materials help you learn?
- What did your teacher do that helped you learn?
- When was it hard to learn? Why?

### Family and Community Member Questions

- How did the curriculum help the students you know learn?
- What did teachers do that helped students learn?
- When was it hard for the students you know to learn? Why?

*Some leaders may also choose to host focus groups rather than stepback meetings with stakeholders. Focus groups do not include an explanation of goals and data, but rather prioritize asking questions and listening to responses. Focus groups can provide additional information to leaders who are looking for more feedback that can help explain the trends in data.*

RESOURCE

# Sample Email

Dear [name of stakeholder group],

As you know, we recently wrapped up another school year. Every year is exciting as teachers, leaders, and students learn new things and grow in new ways. This past year was especially exciting for us as we adopted and implemented a new curriculum, CKLA. As we reflect on our first year with CKLA, we'd like your help. We want to invite you to a meeting where we "step back", look at data and feedback together, celebrate the successes we had with the curriculum, and talk openly about improvements we can make. We think talking about our progress together will help us come up with the best ideas for moving forward.

This stepback meeting will be on [date and time] at [location]. At this meeting, we'll do the following:

- review the curriculum goals we set for ourselves at the beginning of the year
- look at summative data from the whole school year
- celebrate the goals we met
- identify the places where we fell short
- discuss where we can improve
- name specific actions we can take to get better

There is nothing you need to do to prepare for this meeting. Just be ready to share your insights and ideas!

Sincerely,  
Name



RESOURCE

# End-of-Year Stepback Data Gathering Template

This resource provides a template for assembling all end-of-year data and feedback.

**System Level Results**

Goal Area	Goal/Measures	Q1 Results	Q2 Results	Q3 Results		
Teacher and student investment						
Teacher Practice						
Student Outcomes						

**School Level Results**

Goal Area	Goal/Measures	System Results	School A	School B	School C	School D
Teacher and student investment						
Teacher Practice						
Student Outcomes						

**Teacher and Student Investment - School and System Breakdown**

Survey Question	System	School A	School B	School C	School D

**Teacher and Student Investment - Focus Group Notes Record any focus group**

**Teacher Practice**

Indicator on Walkthrough Tool	System	School A	School B	School C	School D

**Student Outcomes**

Assessment	System	System Results	School A	School B	School C

**Feedback on Units and Lessons**

Unit Number	Lesson Notes

**Improvements List**

Improvement Idea	Category (coaching, planning, etc.)	Prioritization notes (short term, long term, etc.)

## RESOURCE

# Quarterly Stepback Meeting Norms

This resource provides sample meeting norms. Setting norms are essential for discussing data and productive meetings.

- Assume positive intentions.
- Take responsibility for yourself as a learner and contributor.
- Actively listen to each other's ideas and opinions.
- Ask questions to clarify and understand.
- Strive for equity of voice. ( UnboundEd, 2019)
- Identify and reframe deficit thinking and speaking. ( UnboundEd, 2019)
- Use multiple points of data and evidence to make informed decisions.

RESOURCE

# End-of-Year Stepback Considerations for Staffing

This resource supports planning for your End-of-Year Stepback. The End-of-Year Stepback has new dimensions to consider around staffing changes for the following year. This resource is a starting place for what you should consider.

The transition between school years brings transition between staff members. As you make the plan for professional learning for next school year, consider the needs of the following audiences and potential training support for the new materials:

Goal Area	Goal/Measures
<p>New teachers (including SpEd and ELL)</p>	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc.</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.)</li> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> </ul>
<p>Teachers changing grade levels <i>Note: Teachers changing grade bands (K-2 vs. 3-5) will need more support</i></p>	<ul style="list-style-type: none"> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> </ul>
<p>Teachers this past school year who will need focused support next year</p>	<p><i>*Needs will vary here based on specific teacher’s development areas. The list below is a starting place.</i></p> <ul style="list-style-type: none"> <li>• Understanding the design principles of the curriculum materials and the rationale behind them</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.) and how these support students</li> <li>• Understanding of the standards for their grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding of how to enact lessons in ways that reflect design principles</li> </ul>
<p>Teachers in year 2 of implementation</p>	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation and naming how to improve student learning</li> <li>• Attending to the diverse needs of learners</li> <li>• Effectively supporting unfinished learning</li> </ul>
<p>New coaches</p>	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc.</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.) and how to support those students</li> <li>• Understanding of the standards for the grade levels they will support</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons</li> <li>• Understanding the district implementation plan</li> <li>• Understanding of the standards for the grade levels they will support</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> </ul>



The transition between school years brings transition between staff members. As you make the plan for professional learning for next school year, consider the needs of the following audiences and potential training support for the new materials:

Goal Area	Goal/Measures
Coaches switching grade levels or subjects	<ul style="list-style-type: none"> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons</li> <li>• Understanding the district implementation plan</li> </ul>
Coaches in year 2 of supporting implementation	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation</li> <li>• Supporting unfinished learning for students</li> <li>• Attending to the diverse needs of learners</li> <li>• Supporting instructional improvement of specific teachers as well as groups of teachers</li> </ul>
New principals	<ul style="list-style-type: none"> <li>• Understanding of how the materials support the system’s vision for excellent instruction</li> <li>• Understanding the design principles of the curriculum materials</li> <li>• Understanding of supports within the materials for diverse students (including SpEd, ELL, etc.)</li> <li>• Understanding of the standards for a particular grade level</li> <li>• Understanding of the assessment, unit, and lesson expectations of the materials</li> <li>• Understanding of how the standards build over the course of the year, unit, and lesson in the materials</li> <li>• Understanding what strong implementation of the curriculum looks like and sounds like</li> </ul>
Leaders in year 2 of supporting implementation	<ul style="list-style-type: none"> <li>• Reflecting on year 1 implementation</li> <li>• Supporting unfinished learning</li> <li>• Attending to the diverse needs of learners</li> <li>• Supporting instructional improvement for specific coaches and teachers as well as groups of coaches and teachers</li> </ul>

How will training needs be determined?	
How will who needs to be trained be determined?	<ul style="list-style-type: none"> <li>• Survey: Offer a survey to teachers with the types of upfront training they can receive and let teachers opt in</li> <li>• Records of who has been trained: Keep track of employees that have attended trainings to ensure that all who work with students receive training.</li> <li>• Leader recommendation: Work with site administrator to identify teachers that will need focused support, are changing grade levels, newly hired, or would benefit from a refresher</li> </ul>
How will content needs for trainings be identified?	<ul style="list-style-type: none"> <li>• Survey: Offer a survey to teachers, instructional coaches, and principals to identify training needs. Survey questions might include areas of student need and teacher need</li> <li>• Data analysis: From the data gathered throughout the school year, identify areas needing additional support</li> </ul>

RESOURCE

# End-of-Year Stepback Agenda

This resource provides a sample agenda for a three-hour, end-of-year stepback meeting.

Time	Description
10 mins	<p>Opening</p> <ul style="list-style-type: none"> <li>Review team norms.</li> <li>Invite attendees to share one part of their curriculum experience that they feel proud of.</li> </ul>
30 mins	<p>Review Data – Celebrations</p> <ul style="list-style-type: none"> <li>Where did we meet our goals? (look at data)</li> <li>Why did we meet them? (What were the drivers of success?)</li> </ul>
30 mins	<p>Review Data – Challenges</p> <ul style="list-style-type: none"> <li>Where did we miss our goals? (look at data)</li> <li>What held us back from meeting those goals? (Consider factors like time, budget, knowledge, training, etc.)</li> </ul>
60 mins	<p>Planning for Next Year</p> <ul style="list-style-type: none"> <li>What do we want to do differently next year? <ul style="list-style-type: none"> <li>Review improvement lists from quarterly stepbacks.</li> </ul> </li> <li>What do we want to continue doing next year?</li> <li>How will we support students, teachers, and leaders next year?</li> </ul> <p>When planning for next year, consider the following categories:</p> <ul style="list-style-type: none"> <li>Training for new teachers (new to the district, subject area, or grade level that uses the curriculum)</li> <li>Training for veteran teachers</li> <li>Training for teachers and leaders who need additional support in understanding or using the curriculum (those who struggled in Year 1)</li> <li>Coaching</li> <li>Collaborative planning for teachers</li> <li>Ongoing support for principals and coaches</li> <li>Systems that support the curriculum, like grading, assessment, and scheduling</li> <li>Expectations for teacher planning, like pacing and when teachers can make modifications to the materials</li> </ul>
15 mins	<p>Priority Areas for Next Year</p> <ul style="list-style-type: none"> <li>Of all the improvements we brainstormed in the previous section, what are the 2-3 focus areas we'll prioritize as a system next year?</li> </ul>
30 mins	<p>Goal Setting and Project Planning for Next Year</p> <p>Goals</p> <ul style="list-style-type: none"> <li>What are our goals for next year?</li> <li>How will we measure them</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>Based on our priorities, what are the projects we will tackle next year?</li> <li>What will success look like for each project?</li> </ul>
5 mins	<p>Closing</p> <ul style="list-style-type: none"> <li>What are our immediate next steps from this meeting?</li> <li>What do we need to communicate to others from this meeting and how will we communicate?</li> </ul>

## RESOURCE

# Considerations When Changing Materials

This resource provides guidance for those considering changing instructional materials at the end of the school year.

### **Deciding if there will be a change in instructional materials**

Changing instructional materials from one set of aligned materials to another should be done with extreme caution. Before making a decision that will impact student learning, teachers and teaching, and the instructional system, it's critical to understand the "why" behind the desire to change. What is the root cause of the desire for change? Are the challenges actually with the instructional materials? Or something else?

### **Materials Support Considerations**

Start by analyzing the challenges you have with your current materials. Begin by reflecting on Phase I and Phase II to help you narrow the challenge. Oftentimes, the place to change is around how we support materials versus the materials themselves. To consider:

- Was the materials selection process transparent? Did all stakeholders engage in the process, creating ownership?
- Has capacity been built for all educators to support the materials implementation? Teachers? Administrators? Classified staff?
- Is there a clearly articulated plan for how materials are to be used?
- How is the implementation plan communicated and how is that communication received?
- See the [Solutions to Common Challenges](#) document and Reflective Implementation Checklist to support this process.

## Student Experience Considerations

- How would a change in instructional materials impact student learning?
- How would a change in instructional materials impact students’ K-12 math or literacy experience?
- How would a change in instructional materials impact coherence of the student math experience? What about knowledge building in literacy?

See the [End-of-Year Stepback Guidance and Materials](#) document for additional considerations.

Target	Measurement	Year 1 Goal	Considerations
Student and Staff Investment	<p><b>Teacher and Leader Survey:</b> We will send an electronic survey to educators at the end of each quarter. We will have a survey for teachers and a survey for principals/coaches. Surveys are on a 5-point scale (Agree, Somewhat Agree, Neutral, Somewhat Disagree, Disagree). Surveys will be anonymous.</p> <p><b>Student Survey:</b> We will ask all teachers to choose five students to take a pencil and paper survey each quarter. The survey will be on a 3-point scale (Yes, Kind of, No). Teachers should try to choose five new students each quarter.</p> <p>See below for sample survey questions for teachers and students.</p>	<p>A 1.5 point increase on the scale from the beginning of the year to the end of the year.</p> <p>A 1 point increase on the scale from the beginning of the year to the end of the year.</p>	<p>Early implementers shared that their levels of investment in the materials increased throughout the school year as they gained confidence in using them and saw their students rise to the level of rigor. Consider setting a goal around improvement in investment over time or incremental goals around growth.</p>
Teacher Practice	<p><b>Walkthrough Data:</b> As leaders conduct informal walkthroughs and formal observations, they will document the use (or evidence of the use) of strategies in classrooms on the walkthrough form.</p>	<p>Teachers will exhibit growth from baseline as measured by our walkthrough tool. Each teacher will have a goal they are working towards and as a system, we’ll see an average of 1 point improvement across focus indicators on our walkthrough tool.</p>	<p>As teachers become more familiar with the materials, systems and schools can shift their focus to ensuring that the materials are being used effectively. Consider establishing a focus area for teachers as defined by a shared walkthrough tool (for example, in ELA, that might be ensuring that students use precise and accurate evidence to support answers). This focus area can be system-wide or specific for individual teachers. In addition, using a walkthrough tool that is aligned to the system’s vision can be helpful as well, as it provides a concrete set of look-fors and can also be used as a coaching tool for teachers, coaches, and leaders.</p>
Student Outcomes	<p><b>Student performance on curriculum-specific common assessments (i.e. End of Module/Unit assessments)</b></p>	<p>Students will exhibit growth in proficiency on curriculum-specific assessments.</p>	<p>When adopting materials, many schools experience an “implementation dip” in the first year as a result of the significant increase in rigor in daily tasks. Because this adjustment takes time for both teachers and learners, it is important to make considerations when setting goals in this area. When making goals for student learning, review II.2 on assessment and grading.</p>

Sample Questions for Surveys	
Teacher satisfaction with the curriculum	<ul style="list-style-type: none"> <li>• <b>The curriculum provides me with resources that help me reach all students</b></li> <li>• <b>The curriculum has helped me build knowledge in my content area</b></li> <li>• <b>The curriculum is helping my students learn</b></li> </ul>
Teacher knowledge and confidence with the curriculum	<ul style="list-style-type: none"> <li>• <b>I understand how to use the curriculum</b></li> <li>• <b>I am confident in my ability to teach a full lesson with the curriculum</b></li> <li>• <b>I understand the learning goals of the unit I'm currently teaching</b></li> </ul>
Teacher satisfaction with curriculum supports	<ul style="list-style-type: none"> <li>• Trainings on the curriculum help me understand and use the materials</li> <li>• PLCs help me understand and use the curriculum</li> <li>• Observations and feedback from my coach help me understand and use the curriculum</li> <li>• Meetings with my coach help me understand and use the curriculum</li> <li>• Observations and feedback from my principal help me understand and use the curriculum</li> <li>• Module walkthroughs help me understand and use the curriculum</li> <li>• I have the support I need to understand and use the curriculum</li> <li>• I have resources that help me understand and use the curriculum</li> </ul>
Specific questions for leaders	<ul style="list-style-type: none"> <li>• I have the information and resources I need to support teachers at my school in implementing the curriculum</li> <li>• The work I do as a principal/coach supports teachers in understanding and using the curriculum</li> <li>• The curriculum is helping teachers improve their instructional practice</li> <li>• The curriculum is helping students learn</li> </ul>
Sample questions for student surveys	<ul style="list-style-type: none"> <li>• Do you find class interesting?</li> <li>• Is the material you study in class relevant to your future?</li> <li>• Is the material you study in class challenging?</li> <li>• How do you typically feel in class?</li> </ul>

## RESOURCE

# Implementation Plan

This resource is a template for keeping track of all of the projects and tasks that your team will take on during implementation. Before the work plan, there is space for recording major decisions and notes relevant to your work plan from across Phase I and Phase II: vision, core beliefs, goals, communications, roles and responsibilities, and decision-making process. This is meant to be a “one-stop shop,” but the format may not be right for your team. Modify as needed - add or delete sections, adjust tables and rows, or separate into multiple templates.

**Vision (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Core Beliefs (set in Establish the vision, Phase I, Key Action 2, Step B):**

**Goals (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step C):**

Goal Area	Goal(s)	Measures & Frequency	How will we collect and analyze data?	When will we step back and adjust?
Teacher and student investment				
Teacher Practice				
Student Outcomes				

**Key Stakeholders and Communications (set at the end of each step in Phase II):**

Stakeholder Group	Communication Channels	Communications Needed



**Roles and Responsibilities (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Person / Role	Responsibilities	Training and Support Needs

**Decision-Making (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step E):**

Key Decision	Who is responsible for making it?	Who will consult?

**Progress Monitoring (set in Set goals, roles, and monitoring plan, Phase II, Key Action 1, Step D):**

Goal	Progress Monitoring Action(s) to be Taken	Owner	Date	Outcome

**Work Plan: Below are descriptions of some of the terms across the top row.**

- Project: describes the bucket of work; many organize projects by key action (i.e. coaching)
- Task: describes an action step in the project (i.e. determine who will lead upfront materials training)

Project	Task	Owner	Deadline

RESOURCE

# Email for End-of-Year Communication

This resource contains a sample email communicating successes, progress, and plans for next year.

Dear Educators,

As we come to a close on our first year implementing [insert curriculum], we want to share our successes, progress, and plans for next year.

We have had opportunities to meet with and learn from multiple stakeholder groups including teachers, students, coaches, principals, other leaders who regularly observe in classrooms, and family and community members. Within each of these discussions we learned about:

- Teacher, student, leader, and coach experiences
- Successes and challenges
- Areas that were strong within the instructional materials and implementation
- Areas that would benefit from support within the instructional materials and implementation
- Recommendations

We have looked at system level data and school level data. This includes student performance on units and lessons and teacher practice as measured by walkthrough data.

#### Successes

Through our learning it's evident that we have many things to celebrate! A few highlights:

- All teachers, instructional coaches, and site leaders attended trainings to learn about the curriculum design and features. More than 95% of participants reported the training contributed to their learning.
- Students reported they are learning from the materials and find them challenging.
- Teachers have reported that they believe in the power of the materials and that they are appropriately challenging for students.
- Teachers have grown in their instructional practice and comfort in using the materials across the school year.
- We've seen student learning increase as measured by student work.

#### Plans for next year

As we move into the second year with [insert curriculum] we have plans to provide additional coaching and support. Teachers, instructional coaches, and administrators will have access to training to meet their respective needs. Training offerings will be customized to meet the needs of both new and returning teachers, coaches, and leaders. In addition to attending training, teachers will also be supported in planning and will engage in ongoing instructional coaching.

We will continue to refine district systems that support the curriculum. Some of these areas include:

- Additional support with report cards. Our grading and grade reporting plan will continue to be developed. This includes the development of parent communication tools to support stakeholder understanding.
- Supporting students with unfinished learning. We want to continue to support our students who are not currently mastering content. Professional learning this year will focus on supporting these students.

We look forward to continuing this important work so that all X students have access to high- quality teaching and learning.

Sincerely,

x

Director of Curriculum and Instruction

## RESOURCE

# End of Year Celebration Ideas

*This resource outlines different ways to celebrate with your team at the end of a big year.*

- Host an End of Year Gala: It's time to celebrate! Invite your team to dress up and come out to an end of the year party.
- Cater a meal: Have a local restaurant bring in a meal for your team.
- Bonus: Offer an end of year bonus for perfect attendance, making or exceeding benchmarks and goals, leadership, etc.
- Gift/gift cards: Tickets to a movie, concert, or event in your city; vouchers for massage/house cleaning/car detailing, etc.
- Team award: Special gift or award for entire team reaching a goal.
- Notes/photos/videos from kids and families: Collect pictures, notes, and videos from scholars and families to give to each teammate.
- Core Value Awards: Have an awards ceremony where teammates celebrate and earn awards for embodying the shared core values.



AmplifyCKLA

**CURRICULUM**  
**SUPPORT**  
— **GUIDE** —

Phase III