

# **Purpose for Instructional Focus Calendars:**

- Blueprint for teaching, re-teaching, and assessing targeted standards to help you reach your SMART Goal during the academic school year.
- Places focused instruction on the Greatest Area of Need while answering the following questions:
  - Where am I going? (Feed up)
    - Where am I now? (Fisher)
  - How am I doing? (Feed back)
  - Where am I going next? (Feed forward)

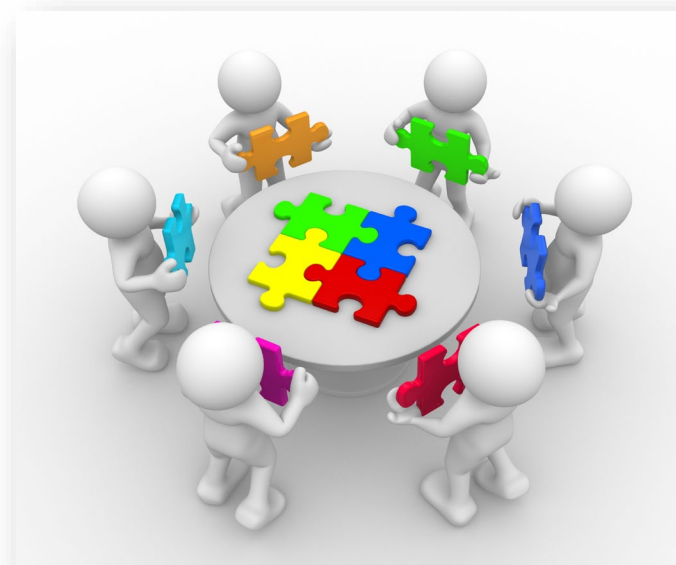
# Instructional Focus Calendars Are ...

- **Not** your lesson plan or scope and sequence.
- A guide that tells what targeted standards will be focused on during a particular week for a mini lesson, Bellringer/Do Now or instructional focus lesson.
- Opportunities for you to intentionally plan for spaced learning to reach your GAN.



# Instructional Focus Calendars Are ...

- An alignment support - It helps align the written curriculum, with the taught curriculum, and the tested curriculum.
- Different from classroom to classroom based on the needs of the students.
- “Living and breathing”; therefore can be adjusted ongoingly based on the performance of the students.



# Instructional Focus Calendars

Should include:

- What target standard is being taught
- When it is being taught
- When it is being assessed
- When it is being reassessed after remediation and enrichment



**How Does Instructional Focus Lessons  
and a Focus Calendar Fit Into My  
Already Busy Schedule?**

# Embed Into A Lesson



Lesson of the day

The diagram consists of a large blue oval representing the 'Lesson of the day'. Inside this oval, on the left side, is a smaller light green oval representing the 'Instructional Focus Lesson'. The text 'Lesson of the day' is centered within the blue oval, and the text 'Instructional Focus Lesson' is centered within the green oval.

Instructional  
Focus Lesson

# Embed Into The Day

Instructional Focus Lesson : 10- 15 mins	Math: 60 mins	Literacy: 90 mins	Lunch: 30 mins	Special: 40 mins	Science: 40 mins	History: 40 mins	Other: 30 mins
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# Instructional Focus Lessons

- Provide a short, explicit lesson that focuses on targeted standard
- 10 -15 minutes
- Have an explicit explanation of the focused concept
- Include teacher modeling and examples



# Instructional Focus Lessons

- Actively engage students in learning
- Provide guided and independent practice
- Check for understanding
- Include motivating materials such as graphic organizers or manipulatives



# Resources for Instructional Focus Lessons:

- Websites:
  - Cpalms.org
  - Readworks.org
- Textbooks
- Cyber Coaching
- Resource books from the Dig-In Bin
- CCLI Trainings with resource books



## Guide to Developing an Instructional Focus Calendar

**Step One:** Create a calendar and insert school holidays, testing ... etc.

**Step Two:** Input standards into the calendar

1. Prioritize based on Greatest Area of Need (GAN)
  - What are my targeted standards/concepts?
  - How many target standards/concepts do I have?
2. Identify the focus for each day/week/month by using targeted standards to reach SMART Goal

**Ask yourself:**

- What does my current scope and sequence look like for this targeted area?
  - How frequently was this area being taught? When was it taught?
  - Should I have taught a concept before these standards so the students had more background knowledge?
  - Was it only massed practiced or did we review it again? If so, how often and how well was it reviewed?
  - How can I break this number of standards into my calendar so students will have spaced learning of these concepts?"
3. Determine where you want the standards to be placed by using a pencil on the Yearly Goal Calendar. This is a living and breathing document that will change based on student performance so be flexible.
  4. Go to each month and input the targeted standards making sure you allow for spaced practice. (Feed Up)
    - Allow sufficient time for introducing the skill, providing opportunities to practice the skill, and assessing the skill

**Step Three:** Insert assessments, remediation/ reteaching and reassessments. (Feed Back)

**Step Four:** Revise your calendar using ongoing assessment data. (Feed Forward)

# Instructional Focus Calendars

- Step One
  - Create a calendar and insert school holidays, testing ... etc.

Monthly Planner August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Notes:

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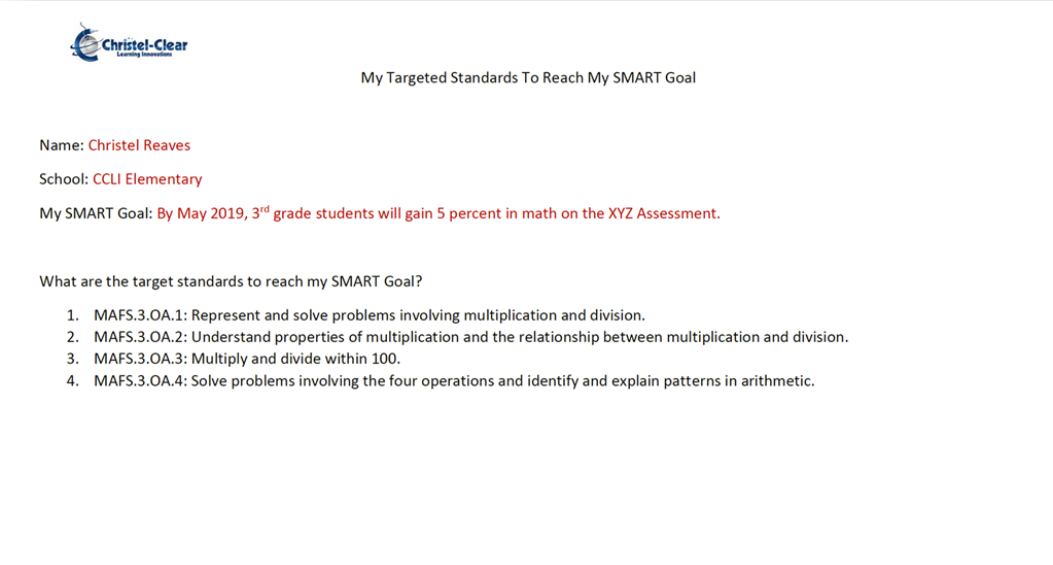
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# Instructional Focus Calendars

- Step Two
  - Prioritize based on Greatest Area of Need (GAN)
    - What are my targeted standards/concepts?
    - How many target standards/concepts do I have?



The screenshot shows a form titled "My Targeted Standards To Reach My SMART Goal" from Christel-Clear Learning Connections. The form includes fields for Name, School, and My SMART Goal, followed by a section for listing target standards.

 My Targeted Standards To Reach My SMART Goal

Name: **Christel Reaves**  
School: **CCLI Elementary**  
My SMART Goal: **By May 2019, 3<sup>rd</sup> grade students will gain 5 percent in math on the XYZ Assessment.**

What are the target standards to reach my SMART Goal?

1. MAFS.3.OA.1: Represent and solve problems involving multiplication and division.
2. MAFS.3.OA.2: Understand properties of multiplication and the relationship between multiplication and division.
3. MAFS.3.OA.3: Multiply and divide within 100.
4. MAFS.3.OA.4: Solve problems involving the four operations and identify and explain patterns in arithmetic.

# Identify the Focus

- Ask yourself:
  - What does my current scope and sequence look like for this targeted area?
  - How frequently was this area being taught? When was it taught?
  - Should I have taught a concept before these standards so the students had more background knowledge?
  - Was it only massed practiced or did we review it again? If so, how often and how well was it reviewed?
  - How can I break this number of standards into my calendar so students will have spaced learning of these concepts?”

Year At A Glance
<b>Unit 1: August 14 – October 2</b> Topic 1: Exploring equal groups as a foundation for multiplication and division Topic 2: Developing conceptual understanding of area Topic 3: Developing strategies for addition and subtraction
<b>Unit 2: October 3 – November 21</b> Topic 4: Understanding unit fractions Topic 5: Using fractions in measurement and data Topic 6: Solving addition and subtraction problems involving measurement
<b>Unit 3: November 27 – March 2</b> Topic 7: Understanding the relationship between multiplication and division Topic 8: Investigating patterns in number and operations Topic 9: Developing strategies for multiplication and division Topic 10: Understanding equivalent fractions Topic 11: Comparing fractions
<b>Unit 4: March 5 – May 30</b> Topic 12: Solving problems involving area Topic 13: Solving problems involving shapes Topic 14: Using multiplication and division to solve measurement problems Topic 15: Demonstrating computational fluency in problem solving Topic 16: Revisiting solving problems involving area Topic 17: Revisiting using multiplication and division to solve measurement problems

## My Targeted Standards To Reach My SMART Goal

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## Year At A Glance

### Unit 1: August 14 – October 2

- Topic 1: Exploring equal groups as a foundation for multiplication and division
- Topic 2: Developing conceptual understanding of area
- Topic 3: Developing strategies for addition and subtraction

### Unit 2: October 3 – November 21

- Topic 4: Understanding unit fractions
- Topic 5: Using fractions in measurement and data
- Topic 6: Solving addition and subtraction problems involving measurement

### Unit 3: November 27 – March 2

- Topic 7: Understanding the relationship between multiplication and division
- Topic 8: Investigating patterns in number and operations
- Topic 9: Developing strategies for multiplication and division
- Topic 10: Understanding equivalent fractions
- Topic 11: Comparing fractions

### Unit 4: March 5 – May 30

- Topic 12: Solving problems involving area
- Topic 13: Solving problems involving shapes
- Topic 14: Using multiplication and division to solve measurement problems
- Topic 15: Demonstrating computational fluency in problem solving
- Topic 16: Revisiting solving problems involving area
- Topic 17: Revisiting using multiplication and division to solve measurement problems



# Identify the Focus

- Go to each month and input the targeted standards making sure you allow for spaced practice. (Feed Up)
  - Allow sufficient time for introducing the skill, providing opportunities to practice the skill, and assessing the skill

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Notes:

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# Instructional Focus Calendars

- Step Three
  - Insert assessments, remediation/reteaching and reassessments (Feed Back)
- Step Four
  - Revise your calendar using ongoing assessment data. (Feed Forward)