

Goal Team Goal Setting & SDL: Fundamentals of Instruction (GR 3-6)		(40 minutes/day)
Purpose	<ul style="list-style-type: none"> Maximize routines and small moments to build increasingly strong relationships Develop the core skills and habits of effective goal setting/reflection Internalize Compass habits through real world application and self-directed lessons Prepare to share top quality Compass work in Circle 	
Must Haves	     	<p>INVESTMENT: Students are clear on their overall progress (weekly via goal setting and goal conferences) and feel a sense of ownership over their ability to impact progress toward goals.</p> <p>RIGOR of CONTENT / TASK: Students are on pace in Compass work and completing top quality work before bringing it to circle.</p> <p>THINKING: Students are responsible for problem-solving when they struggle with content and are responsible for making sense of the content.</p> <p>FEEDBACK: Goal Coach gives rapid feedback to reinforce productive habits, correct unproductive behavior, and ensure that scholars are engaging with the content at a high level.</p> <p>FOCUS: Ss are on task throughout the entire block, and waste no time getting their materials out and getting started. Expectations for Goal Team are the exact same as other times, and merits, demerits, and other consequences should be used just like other times.</p> <p>PACELINE: Goal Coach monitors paceline and leverages 1:1 conferences, quick check ins, and family communication to support and challenge students toward paceline goals.</p>

Home Engagement:

- Daily, Goal Coaches texts/calls 2-3 families key updates, photos, and praise (especially during 1:1 conferences)
- Daily, Goal Coach does 1 check in call (at least once/month for every GT Scholar)

Room Set-Up	<p>Set-up: Desk Set-up (Compass phase work, Weekly Planner, headphones, pencil) + Progress Report on goal setting days</p> <p>Visual Anchors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SDL Expectations Poster <input type="checkbox"/> Compass & Commitments Posters <input type="checkbox"/> "What to do when stuck" (Work) Poster <input type="checkbox"/> "What to do when stuck" (Computer) Poster 	Materials	<p>Teacher:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Weekly IPP <input type="checkbox"/> Completed daily PowerPoint <p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compass Phase Work <input type="checkbox"/> Weekly Planner <input type="checkbox"/> Progress Report <input type="checkbox"/> Chromebook
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Why	Time	Daily Flow of Goal Teams
		<p>Breakfast: Goal coaches circulate and check Independent Reading (IR) logs for completion. Marking deduction for incomplete IR logs/missing signatures.</p>
Quick transition to establish calm, focused Goal Team	< 3 min	<ul style="list-style-type: none"> <input type="checkbox"/> (Mon/Tues) Progress Reports are waiting face down on Goal Team Scholar desks <input type="checkbox"/> Teacher cues GT students to put away all materials and get out Compass Study Guide, Weekly Planner, headphones, pencil and prompt "Circle students" to get Circle materials ready. <input type="checkbox"/> Teacher names that GT students should review weekly progress report silently OR begin Compass SDL while circle students transition. <input type="checkbox"/> Teacher cues Circle students to leave silently and narrates silent GT work and silent Circle transition. <input type="checkbox"/> Once the Goal Team participating in Circle has transitioned, GC cues directions for transition for half of students to move to empty desks one side. Repeatedly do routine is displayed on PPT for Scholar reference. <i>"We are about to transition to our assigned seats for Goal Team. When I say go-</i> <ul style="list-style-type: none"> <i>Step 1: Silently pick up GT materials for today (Weekly Planner or Phase Work)</i> <i>Step 2: Silently stand up, push in your chair, and stand behind it</i> <i>Step 3: Calmly, safely, and quietly move to your assigned Goal Team seat"</i>

<p>Launch</p> <p>Invest & Motivate Scholars to do great work</p>	<p>3 min</p>	<ul style="list-style-type: none"> ❑ GC leads a brief opening (using prepared PPT) to set the tone and focus for the today that always includes: <ul style="list-style-type: none"> ❑ Shout outs (aligned to weekly goals, Compass Work, or Compass Habits) ❑ MVP directions for Goals, SDL time or Compass Work time (naming silent, independent + work quality expectations), including what to do when done (IR) ❑ Criteria For Success and aligned Student work exemplar ❑ Batch Feedback/ Raise the bar and aligned student work examples ❑ Goal Coach Sets a Timer for the Work Period (Goals 20 min/ Compass 30 min) 	
		<p><u>Goals/SDL Work Time</u> <i>(M or Tues and Friday)</i></p>	<p><u>Compass Work Time</u> <i>(Wed or Thurs)</i></p>
<p>Get Scholars on Task</p> <p>Focus & Work Habits Check</p>	<p>2 min</p>	<ul style="list-style-type: none"> ❑ Students quickly get started on weekly goal setting protocol (M/T) or SDL (Friday) ❑ GC narrates strong jump to it, on task, effort ❑ GC ensures students are on task, checks in with Ss who need small reminders / encouragement 	<ul style="list-style-type: none"> ❑ Students quickly get started on Compass Phase Work ❑ GC narrates strong jump to it, on task, effort ❑ GC ensures students are on task, checks in with Ss who need small reminders / encouragement
<p>Ensure all Scholars are producing quality work</p> <p>Provide Rapid Feedback on Goals and Compass Work</p>	<p>5-8 min</p>	<ul style="list-style-type: none"> ❑ After 2 minutes, GC launches Rapid Feedback (note: no goal setting rapid feedback on Friday): GC circulates strategically to give feedback, record specifically what students should fix aligned to Goal CFS then follow-up to ensure work was revised. <p><i>Weekly Goal CFS</i></p> <ul style="list-style-type: none"> ❑ Goal is aligned to your Academic Dream Team Goal or (if already met) a subject area you are close to reaching on pace or advanced ❑ Goal is feasible but challenging to achieve in one week ❑ Goal is specific and measurable ❑ Goal Planner reflections complete (e.g. personal why, obstacle, action) ❑ Specific actions are included in Weekly Planner 	<ul style="list-style-type: none"> ❑ After 2 minutes, GC launches a short round of Rapid Feedback (5 minutes or less) and focuses on the following: <ul style="list-style-type: none"> ❑ Urgency (e.g. checking on Ss who are behind to make sure they are moving through the work) ❑ Completion (e.g. all directions followed) ❑ Effort (e.g. writing in complete sentences, completing drafts before final) ❑ Scholar habits ❑ Quick check-in w/ scholars off pace for circle phasework (set goal to get back on track) <p><u>Note:</u> Deeper/substantive feedback is the focus of 1:1 Conferences, this should be an efficient and targeted round of feedback to help keep Scholars on track and focused.</p>
<p>1:1 Conferences for deeper investment & skill</p> <p>Conference with Scholars to build investment and support top quality goals or Compass SDL</p>	<p>20- 22 min</p>	<ul style="list-style-type: none"> ❑ After 8 min of Rapid Feedback, GC begins 1:1 conferencing, positioning themselves where they can easily scan the full room ❑ Ss stay hyper focused on the task at hand even when GC transitions to 1:1 conferences ❑ Once Scholars are finished with their weekly goal setting OR the timer has gone off they turn to <ul style="list-style-type: none"> ❑ IR (<i>Schools w/ two Enrichments</i>) ❑ SDL aligned to either their weekly goal or courses where they are not yet proficient or advanced 	<ul style="list-style-type: none"> ❑ After 5 min of Rapid Feedback, GC begins 1:1 conferencing, positioning themselves where they can easily scan the full room ❑ Ss stay hyper focused on the task at hand even when GC transitions to 1:1 conferences

Goal Conference:Key Outcomes:

- Scholar is setting and meeting weekly goals in order to make academic progress AND believe their efforts have an impact on outcomes to cultivate growth mindset.
- Scholar feels cared for as an individual through getting to know you & celebration moments.

Conference With:

- Focus 4 Scholars
- Scholars on a BIP

Conference Agenda:

- ☐ (1 min) **Warm greeting to connect** (“*I heard you had a great football game on Friday- so exciting!*”)
- ☐ (30 seconds) **Part 1: Reflect on Progress**
 - Review S academic progress and check for understanding (“*Where are you against paeline? Did you meet your goal last week? Why or why not? What did you learn about yourself?*”)
 - **Celebrate and lovingly challenge** students to help them connect their effort/actions with their progress (“*You are consistently completing your Humanities module every week and caught up for the week you missed. Your hard work is really paying off!*” / “*Your IR progress looks like it is really slipping- what do you think is going on there?*”)
- ☐ (1 min) **Part 2: Set a New Goal**
 - Confirm the student is setting a goal aligned to key guidance (e.g. aligned to their academic DT goal or an area they are not yet on pace or advanced but are on the cusp and can see a clear win)
 - Scholar revises the goal as necessary based on feedback and updates the online tool and reflection sheet accordingly
- ☐ (2 min) **Part 3: Make a Plan**
 - Ensure all parts of the plan are complete (personal why, obstacle, actions)
 - Review the plan for quality and prompt deeper reflection or revisions to ensure top quality work
 - *Personal why: Can they step back to see the bigger picture of how this goal matters?*
 - *Obstacle: Are they clear and*

Compass Conference:Key Outcomes:

- Scholar is ready to share top quality work in Circle and/or graduate to the next badge (if no Circle sharing required).
- Scholar feels cared for and affirmed.

Conference With:

- Scholars who have requested an assessment and are ready to share in Circle

Conference Agenda:

- ☐ (30 seconds) **Warm greeting to connect**
- ☐ (1 min) **Check work for Completion**
 - Are all parts of the badge complete?
 - Did scholars use complete sentences and top quality work or does it appear rushed?

Note: If there are any portions of the work that have not been attempted, ask the scholar to review the portions not attempted and prompt for clarifying questions to generate greater clarity and higher likelihood of completion prior to the next coaching session. Scholar should articulate a deadline for when they will complete the missing work.

- ☐ (1 min) **Check for Mastery**
 - Ask pre-planned questions aligned to objectives (crafted during phase work unpacking) to assess Scholar mastery of key concepts
- ☐ (3-5 min) **Check readiness to present in Circle**
 - If Circle includes presenting work, first review the concrete work or artifacts (e.g. review the identity deck cards) and record in phase work feedback
 - Support the scholar to practice a segment of their Circle work (“*Choose three identify deck cards that will help your goal teammates learn aspects of your identity they might not know. You’ll practice sharing those with me just like you will share with the team in Circle*”)
 - Ask 1 or 2 deepening questions after the Scholar presents to mimic the Circle experience
 - Share 1 glow and 1 grow to prepare Scholar for Circle and record in phase work (e.g. “*Once you started sharing about the lessons you learned from your mom you really opened up in ways that I know your teammates will really connect to-*”)

		<p><i>honest about what is holding them back?</i></p> <ul style="list-style-type: none"> ■ <i>Actions: Is what they outlined enough to actually meet the goal?</i> ■ <i>Plan: Are they clear on when they will complete these actions (hw chart) and are the time estimates realistic?</i> <ul style="list-style-type: none"> ○ Ask Scholars to make quick fixes during the conference (e.g. 20 v. 10 min a night) and record other feedback to revise during the remaining work period <p>☐ (30 seconds) Wrap up</p> <ul style="list-style-type: none"> ○ Have the scholar repeat back key next steps to strengthen their weekly goal plan ○ Text message families to celebrate progress and/or share the goal plan for this week so they can support their scholar <p><u>Note:</u> You may extend the length of the conference for a Focus 4 Scholar or a Scholar who needs more 1:1 time with you (either to strengthen a relationship or for extra coaching to set and reach their weekly goals).</p>	<p><i>share that with them! One push for when you share in Circle is to make eye contact with your teammates instead of reading directly from the cards")</i></p> <p>☐ (30 secs) Wrap up</p> <ul style="list-style-type: none"> ○ Have the scholar repeat back any key next steps
<p>Close with Gratitude & a Challenge</p>	<p>2 min</p>	<ul style="list-style-type: none"> ☐ GC shares gratitude and a challenge aligned to progress from today's focused work time. ☐ Over time students actively contribute to the closing ritual as they deeply care about the success of their Goal Team community 	