

SAMPLE: FOSS Next Generation Three-Year Implementation Plan for Site or District Administrators

June 2019, Prepared by FOSS Project, Lawrence Hall of Science

	Year 1 (or Stage 1)	Year 2 (or Stage 2)	Year 3 (or Stage 3 and Beyond)
1. Managing Materials	<p>Decide where the modules will reside. Ideally you can dedicate a closet or small room to science materials. The modules that are not in use can reside there.</p> <p>2. Purchase Notebooks (one per student)</p> <p>3. Allocate funds for consumable materials for each teacher.</p> <p>4. Plan for delivery of live organisms (Use FOSS Coupons)</p> <p>*If your district has a distribution method make sure you know how the system functions.</p>	<p>1. Develop an inventory system.</p> <p>2. Reorder materials</p> <p>3. Maintaining Modules</p> <p>4. Purchase Notebooks for all students.</p> <p>5. Find local organisms</p> <p>*Districts with resource centers – Check-in with distribution center to see what changes have been implemented and what is required.</p>	<p>1. Refine Inventory System</p> <p>2. Reorder materials</p> <p>3. Maintaining Modules</p> <p>4. Purchase Notebooks for all students.</p> <p>5. Secure local organisms</p> <p>*Districts with resource centers – Check-in with distribution center to see what changes have been implemented and what is required.</p>
2. Using FOSS Technology	<p>*Identify IT support person to set-up Administrator, teacher and student access codes. Read Decision Making Guide for Administrators.</p> <p>*All teachers register for FOSSweb and become familiar with all the features. Particularly, Teacher Investigations Guides, Resources by Investigation and Teaching Slides.</p>	<p>*Teachers need to set-up class pages and determine whether to assign content by class login or individual student login.</p> <p>*Explore FOSSmap</p> <p>*Explore Interactive eInvestigations Guide and student features of multimedia and audio books.</p>	<p>Teachers use FOSSmap regularly, including running reports.</p>
3. Creating a Culture for Science	<p>1. Create a science vision and implementation plan for your site.</p> <p>2. Communicate with the parents, school board and community regularly about science happenings at your site.</p> <p>3. Include science in your school happenings through fieldtrips, newsletter, back to school night, family science nights and more.</p> <p>4. Teachers cultivate moves or norms for sense-making in science class.</p>	<p>1. Invite district representatives, school board members, business representatives and other potential funders to observe science classroom instruction at your site.</p> <p>2. Partner with science organizations in your area (universities, museums, zoos, aquariums, science centers, community groups)</p>	<p>1. Invite media to science events and take video of classrooms to continue to keep communication flowing, excitement alive and funding coming in.</p> <p>2. Consider possible external funders (businesses, corporations, foundations etc.) and leverage both educational and community resources in your area.</p>

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<p>4. Supporting Teachers with Time</p>	<p>1. Provide time for teachers to prep their modules before they start. 2. Make sure the school schedule includes sufficient time for science and that all teachers are aware of how much time they are the expected to teach science. 3. Allow time at faculty meetings for science updates and announcements.</p>	<p>1. Provide time for teachers before and during the school year to plan implementation of instruction and assessment. 2. Provide time for teachers to inventory their modules. 3. For elementary, leverage instructional time by integrating ELA and science, e.g., vocabulary development in science, nonfiction reading using the FOSS Science Resource book, academic discourse on science topics</p>	<p>1. Provide time for teachers before and during the school year to reflect on and plan for instruction and assessment. 2. Provide time for teachers to inventory and their modules and order consumables. 3. For elementary, reflect on and explore other areas to integrate ELA and science, and/or other subject areas, e.g., math, art, social studies.</p>
<p>5. Supporting Teachers with Professional Learning</p>	<p>1. Give time for teachers to work monthly in grade level groups 2. Ask teachers to read teacher resources and discuss with each other. 3. Ask teachers to think about ELA integration and read the science-centered language development chapter. 4. Set-up a FOSS lesson study process or PL community.</p>	<p>1. Coaching 2. Continue with giving time to science and encourage teachers to discuss student work this year. 2. Allot PD time to science and Map out long-term progressions in grade levels and whole school articulation. 3. Ask teachers to support new teachers with the science program</p>	<p>Building teacher capacity and leadership. How can you encourage teachers to create and/or continue with PLC's, Peer Networks Lesson Study in science.</p>
<p>6. Supporting Teachers with Access and Equity</p>	<p>1. Discuss as a whole school developing classroom culture norms.</p>	<p>1. Revisit Classroom Culture- Has each classroom established class norms? Are the classrooms norms posted? 2. Are all teachers using notebooks? Does each student have a notebook? 3. Are all teachers teaching science?</p>	<p>1. Read Effective Strategies for Diverse Learners page 10 of the Access and Equity chapter. Are teachers consistently and purposely implementing strategies?</p>

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7. Using the FOSS Assessment System	Ask all teachers to give students the Survey and Posttest for each module, if they complete the module. Give one embedded assessment per investigation.	Reflective Assessment Practice including next-step strategies with Notebooks and Response Sheets. Think of assessment as extending sense making. Explore FOSSmap. Use FOSSmap to give benchmark assessments.	Continue with data collection, analysis, reflection, and developing Next-Step Strategies. Continue using FOSSmap and begin to use FOSSmap to differentiate instruction.
8. Observing Classroom Practice	1. Familiarize yourself with the Observation Tool. Ask teachers to discuss the tool in grade level groups and reflect on how teacher practice is going in each of the areas.	Plan to visit each classroom several times a year during the time science is being taught. Use the Observation Tool. Discuss with each teachers ways of improvement.	
9. Making Community Connections	1. Communicate with community what is going on with science at your site. 2. Ask teachers to send out module letters at the beginning of each unit. 3. Ask teachers to use Home/School Connections for homework and/or differentiation.	1. Recruit family members for support with material management, preparing and inventory of module. 2. Report out to the Board about what is going on in science. (I.e. have students and teachers attend)	Build partnerships and collaborations with local community organizations. 876 to accomplish goals. (I.e. local businesses, foundations...)
10. Getting More Information	1. Planning Guide - pay close attention to Grade Level Instructional Segments and 3-year teacher planning progression. 2. Module Overview – Choose one grade level and read the overview from that particular module 3. Program Goals - Read the goals of the FOSS Program 4. Allot time -Teachers need time to read their grade-level resources. Provide time during staff meetings, grade level meetings and/or PD meetings	Planning Guide - Refer to the 3 -year teacher planning progression. Note the progress that has been made. Reflect on what should be the focus this year. Review the relevant chapters, e.g., Science Notebooks, Science-Centered Language Development, Taking FOSS Outdoors, Science and Engineering Practices	Planning Guide - Refer to the three-year teacher planning progression. Note the progress that has been made. Reflect on what should be the focus this year. Review the relevant chapters, e.g., Sense-making Discussions, Cross-cutting Concepts, Access and Equity