At-a-Glance: The First 18 Months of Setting up a New Balanced Literacy School

<table>
<thead>
<tr>
<th>May</th>
<th>Professional development workshop on balanced literacy</th>
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<tbody>
<tr>
<td>June</td>
<td>Formation of a school-wide literacy team</td>
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| June–August              | • Teachers read materials about balanced literacy over the summer<br>
|                          | • Literacy team met and began planning for rolling out balanced literacy and forming a school-wide mission statement on literacy<br>
|                          | • Parent volunteers were recruited to assist with parent library<br>
|                          | • Back-to-school professional development for teachers planned<br>
|                          | • Information session for parents planned and implemented |
| August–September         | • Deadlines established by the principal for certain aspects of balanced literacy to begin<br>
|                          | • Entryway begins transformation for parent library<br>
|                          | • Teachers get more training on guided reading and assessments |
| October                  | • Teachers had read-alouds posted outside their classroom doors<br>
|                          | • Word walls posted in classrooms<br>
|                          | • Classrooms arranged to support and facilitate small-group instruction<br>
|                          | • Common Core exemplar text library set placed in balanced literacy library |
| November–January         | • Self-assessment and reflection inventories on balanced literacy<br>
|                          | • Began filling out the 110 Minutes of Daily Balanced Literacy routines<br>
|                          | • Professional development on guiding reading and benchmark assessments |
| February–March | • Balanced literacy team furthered the school-wide goals to incorporate word walls into lessons along with the purpose for read-alouds  
• Teachers took classroom walk-throughs to share their word walls  
• Professional development in the CCSS instructional shifts |
| April–June | • School-wide book club on professional learning communities  
• Literacy team devised grade-level meeting protocols and forms  
• Summer reading assigned for teachers  
• Professional development on close reading and other shifts |
| June–August | • Summer reading initiative (SRI)  
• Professional development workshops |
| September–November | • Word walls move into language walls  
• Writing workshop PK–8 is rolled out  
• Grade-level meetings focus on student learning and follow the PLC protocol |