St. Clare Initiative for Leading and Learning
Prospective Applicant Packet

In 1224 St. Clare, a devout follower of St. Francis of Assisi, patron saint of the Archdiocese of San Francisco, was confronted by an army of soldiers sent by Frederick II to attack Assisi. St. Clare met the soldiers at the threshold armed only with the Blessed Sacrament and her faith in the Lord. Without explanation, the soldiers retreated and no blood was shed. The image of St. Clare bearing light in the darkness became an inspiration to Catholics throughout the world, commemorating the power of faith and reinforcing the importance of boldness in times of challenge.

Today, the Archdiocese of San Francisco is embracing the spirit of St. Clare as it embarks on the creation of a new initiative. Inspired by her faith and committed to being a lamp for Catholic education, the St. Clare Initiative for Leading and Learning honors St. Clare as the patron saint for the Archdiocesan recommitment to emboldening educators in the provision of outstanding Catholic education.

Literacy 360 Cohort 1, and
Instruction for All Learners Cohort 1 (Year 0)
Prospective Applicant Packet:  
St. Clare Initiative for Leading and Learning

Thank you for your interest in the St. Clare Initiative for Leading and Learning. This innovative initiative is committed to providing robust, consistent and targeted professional learning focused on developing high quality instructional practices to meet the needs of a diversifying student population.

Included in this prospective applicant packet you will find the following:

1) Overview of the St. Clare Initiative for Leading and Learning  
2) Professional development pacing chart and calendar*  
3) Memorandum of Understanding* for participating schools  
4) Application for prospective applicant schools

Mission of the St. Clare Initiative for Leading and Learning:
The St. Clare Initiative for Leading and Learning is committed to ensuring high quality Catholic education across all schools in the Archdiocese of San Francisco through a commitment to robust, continuing professional programming to support remediation, formation and innovation for all teaching and leading professionals. Through careful stewardship, aggressive study and collaborative visioning, the St. Clare Initiative for Leading and Learning maintains a high moral minimum for the ministry of Catholic education in the Archdiocese of San Francisco.

Statement of Purpose, St. Clare Initiative for Leading and Learning:
The St. Clare Initiative for Leading and Learning is designed to provide professional education to school employees who serve in Catholic education in the Archdiocese of San Francisco. Focused on remediation, formation and innovation, the St. Clare Initiative for Leading and Learning is the Archdiocesan response to ensuring high quality Catholic education at all archdiocesan Catholic schools regardless of site demographics, teacher turnover and shifts in leadership.

Vision of the St. Clare Initiative for Leading and Learning:
The vision of the Department of Catholic Schools in the Archdiocese of San Francisco is that the St. Clare Initiative for Leading and Learning develop into the St. Clare Institute for Leading and Learning. This institute will be designed to provide exceptional professional development services to Catholic teachers and leaders across northern California, ensuring that California Catholic schools are positioned to thrive in the service and provision of robust and well-appointed formation programs for heart and mind.

* Pacing charts/calendars and MOUs are cohort specific and subject to alteration
St. Clare Initiative for Leading and Learning | Literacy 360 Cohort

Comprehensive Professional Development Program to Produce and Maintain Advanced Literacy Development in High Priority School Communities

Executive Summary: The Literacy 360 Cohort is designed to promote high-intensity instruction in literacy, including reading and writing, to ensure advanced literacy skills for all students attending priority Catholic schools in the San Francisco Archdiocese. Priority Catholic schools in this context refer to Catholic K-8 schools that serve student populations with limited home access to robust print materials in English and/or where predominant language exposure in the home and community is in a language other than standard English. The Literacy 360 program innovates the approach to the daily schedule and ELA instruction in order to respond to the heightened need for Intensive and focused literacy development. All teachers and administrators working in a Literacy 360 cohort school must fully participate in all professional development and training.

Requirements for Instructional Staff and Administration: In order to participate as a member of the Literacy 360 Cohort, schools must first apply and be accepted into the three-year program. Once accepted, the school leadership signs a Memorandum of Understanding that underscores the important philosophical and instructional shifts that are integrated into the program, and all instructional employee agreements are adjusted to reflect the specific requirements of the Literacy 360 Cohort. The Literacy 360 Cohort is an intensive, 3-year professional learning program. At the completion of the program, schools will earn the Blue Badge.

Major Shifts in the Literacy 360 Cohort, Year 1 [K-5]:
1) School calendar adjustment, 4 full and 5 half release days (resulting in 176 school days)
2) School instructional employee calendar adjustment (50 hours of cohort-specific PD including August and June, in addition to DCS PD)
3) School day schedule adjustments, including:
   a. 60 minutes daily of supervised silent reading (teacher-led in grades K-1)
   b. 60 minutes daily of supervised academic writing/speaking
   c. 120 minutes weekly of lexile-grouped reading instruction
   d. 60 minutes weekly of supervised ELA adaptive curriculum
4) Quarterly administration of lexile-based assessment, product TBD

Expected Outcomes: Annual growth and performance goals will be set for each participating school. Goals will respond to the current landscape with the expressed purpose of driving significant student progress on an aggressive timeline. Ultimately, it is the expectation of the St. Clare Initiative for Leading and Learning that all schools will exceed the 65th percentile in reading by the end of the 3-year cohort progression with not more than 10% of the total student population achieving in the bottom 33% of the nation.
St. Clare Initiative for Leading and Learning | Instruction for All Learners Cohort

Comprehensive Professional Development Program to Produce and Maintain an Inclusive Instructional Community that Actively Meets the Needs of Diverse Learners

Executive Summary: The Instruction for All Learners Cohort is designed to promote masterful instructional strategies in differentiation to ensure a robust education for all students attending Catholic schools in the San Francisco Archdiocese. The Instruction for All Learners program innovates the approach to the daily schedule and core instruction in order to respond to the heightened need for individualized, responsive classroom instruction at the elementary and middle school levels. All teachers and administrators working in an Instruction for All Learners Cohort school must fully participate in all professional development and training.

Requirements for Instructional Staff and Administration: In order to participate as a member of the Instruction for All Learners Cohort, schools must first apply and be accepted into the three-year program. Once accepted, the school leadership signs a Memorandum of Understanding that underscores the important philosophical and instructional shifts that are integrated into the program, and all instructional employee agreements are adjusted to reflect the specific requirements of the Instruction for All Learners Cohort. The Instruction for All Learners Cohort is an intensive, 3-year professional learning program. At the completion of the program, schools will earn the Green Badge.

Major Shifts in the Instruction for All Learners Cohort, Year 0 [Year of Preparation, Grades K-5]:

1) School calendar adjustment, 2 full and 4 half release days (resulting in 178 school days)
2) School instructional employee calendar adjustment (36 hours of cohort-specific PD including August and June, in addition to DCS PD)
3) School day schedule adjustments (K-5 ELA and math), including:
   a. 180 minutes weekly of station-based instruction [20-20-20 rotations, X3/week]
   b. 60 minutes weekly of supervised ELA adaptive curriculum
   c. 60 minutes weekly of supervised math adaptive curriculum

Expected Outcomes: Annual growth and performance goals will be set for each participating school. Goals will respond to the current landscape with the expressed purpose of driving significant student progress on an aggressive timeline. Ultimately, it is the expectation of the St. Clare Initiative for Leading and Learning that all schools will exceed the 65th percentile in reading and math by the end of the 3-year cohort progression with not more than 10% of the total student population achieving in the bottom 33% of the nation.
Executive Summary: The Innovations for High Capacity Youth Cohort is designed to promote innovative and rigorous instructional programming to ensure substantial growth and achievement across the highest achieving students attending Catholic schools in the San Francisco Archdiocese. High capacity youth in this context refers to Catholic K-8 students exceeding the 90th percentile in reading and/or math as well as those students identified by the school of record as benefiting from innovative programming to ensure sufficient intellectual development. All teachers and administrators working in an Innovations for High Capacity Youth school must fully participate in all professional development and training.

Requirements for Instructional Staff and Administration: In order to participate as a member of the Innovations for High Capacity Youth Cohort, schools must first apply and be accepted into the three-year program. Once accepted, the school leadership signs a Memorandum of Understanding that underscores the important philosophical and instructional shifts that are integrated into the program, and all instructional employee agreements are adjusted to reflect the specific requirements of the Innovations for High Capacity Youth Cohort. The Innovations for High Capacity Youth Cohort is an intensive, 3-year professional learning program. At the completion of the program, schools will earn the Orange Badge.

Expected Outcomes: Annual growth and performance goals will be set for each participating school. Goals will respond to the current landscape with the expressed purpose of driving significant student progress on an aggressive timeline. Ultimately, it is the expectation of the St. Clare Initiative for Leading and Learning that all schools will exceed articulated growth and performance benchmarks in reading and math by the end of the 3-year cohort progression.
### Professional Development Pacing Chart and Calendar

**Literacy 360 Cohort**

**Year 1: 2020-2021**

#### Application and Onboarding Timeline: Literacy 360 Cohort

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications for prospective schools available</td>
<td>January 2020</td>
</tr>
<tr>
<td>Applications for prospective schools due</td>
<td>February 18, 2020</td>
</tr>
<tr>
<td>Participating schools confirmed, calendars published, MOUs signed</td>
<td>February 21, 2020</td>
</tr>
<tr>
<td>Onboarding materials for teachers available</td>
<td>March 13, 2020</td>
</tr>
</tbody>
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#### Professional Development Pacing and Calendar: Literacy 360 Cohort

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3 @ 10am-2pm</td>
<td>Literacy scheduling (principals only)</td>
</tr>
<tr>
<td>January 15 @ 1pm-4pm (attend VL in am)</td>
<td>Advancing literacy-individualized action plans for remediation and acceleration</td>
</tr>
<tr>
<td>August 18 and 19 @ 9am-2pm</td>
<td>Literacy fundamentals</td>
</tr>
<tr>
<td>February 12 @ 9am-2pm</td>
<td>Advancing literacy-maintaining stamina in a modified schedule</td>
</tr>
<tr>
<td>September 21 @ 9am-2pm</td>
<td>Literacy fundamentals-working with the new schedule</td>
</tr>
<tr>
<td>March 19 @ 1-4pm</td>
<td>Advancing literacy-data benchmark and analysis</td>
</tr>
<tr>
<td>October 16 @ 1pm-4pm (attend VL in am)</td>
<td>Literacy fundamentals-first data benchmark and analysis</td>
</tr>
<tr>
<td>April 26 @ 9am-2pm</td>
<td>Advancing literacy-summer and next academic year forecasting and planning</td>
</tr>
<tr>
<td>November 16 @ 9am-2pm</td>
<td>Literacy fundamentals-special topics</td>
</tr>
<tr>
<td>May 14 @ 1-4pm</td>
<td>Advancing literacy-special topics</td>
</tr>
<tr>
<td>December 11 @ 1-4pm</td>
<td>Literacy fundamentals-special topics</td>
</tr>
<tr>
<td>June 15 @ 9am-2pm</td>
<td>Advancing literacy-moving beyond year 1 strategies</td>
</tr>
</tbody>
</table>
# Professional Development Pacing Chart and Calendar

## Instruction for All Learners Cohort

### Year 0: 2020-2021

### Application and Onboarding Timeline: Instruction for All Learners Cohort

<table>
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### Professional Development Pacing and Calendar: Instruction for All Learners Cohort

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<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2</td>
<td>10am-2pm</td>
<td>Instructional design (Year 0) overview (principals only)</td>
</tr>
<tr>
<td>August 20</td>
<td>9am-2pm</td>
<td>Foundation Building Instructional design, responsive stations</td>
</tr>
<tr>
<td>October 16</td>
<td>9am-12pm</td>
<td>Foundation Building Instructional design, rotation and management strategies</td>
</tr>
<tr>
<td>November 23</td>
<td>1pm-4pm</td>
<td>Foundation Building Instructional design, special topics</td>
</tr>
<tr>
<td>December 4</td>
<td>9am-2pm</td>
<td>Foundation Building Instructional design, advancing differentiation</td>
</tr>
<tr>
<td>January</td>
<td>9am-12pm</td>
<td>Advancing the foundation-differentiating for students with LD (#1)</td>
</tr>
<tr>
<td>March 8</td>
<td>1pm-4pm</td>
<td>Advancing the foundation-differentiating for students with LD (#2)</td>
</tr>
<tr>
<td>May 17</td>
<td>1-4pm</td>
<td>Advancing the foundation-special topics</td>
</tr>
<tr>
<td>June 14</td>
<td>9am-2pm</td>
<td>Advancing the foundation-moving beyond year 1 strategies</td>
</tr>
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<td>February 21</td>
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MEMORANDUM OF UNDERSTANDING

Between

The Executive Director of St. Clare Initiative for Leading and Learning
Archdiocese of San Francisco in California

and

The Principal of [School]
[School Location], California

This MEMORANDUM OF UNDERSTANDING is hereby entered into between the Executive Director of the St. Clare Initiative for Leading and Learning of the Archdiocese of San Francisco in California and the Principal of [School], located in the City of [City] in the State of California.

WHEREAS, [School] has now become a Member School of the St. Clare Initiative for Leading and Learning – Literacy 360 Cohort, in so far as academic planning and instructional responsibilities are concerned.

WHEREAS, as a Member School of the St. Clare Initiative for Leading and Learning – Literacy 360 Cohort, the school is committing to complying with all scheduling for teacher professional learning, including days for specific on and off-site development, observation and formation, for all instructional members of the staff for a 3-year period;

WHEREAS, as a Member School of the St. Clare Initiative for Leading and Learning – Literacy 360 Cohort, the school is responsible for complying with all instructional design and methodology requirements in all classrooms, including the ongoing use of assessment and observation to ensure progress and compliance;

THEREFORE, let this agreement be entered into, as of this date, and let it be binding upon the signatories of this Memorandum of Understanding.

This Memorandum of Understanding is hereby executed and signed in triplicate originals in the City of [City] on this date, [Date], in the year of Our Lord.

____________________________________
[Tor]  
Pastor, [Parish]

____________________________________
[Principal]
Principal, [School]

Tara Rolle, Ed.D.  
Executive Director, St. Clare Initiative for Leading and Learning

Pamela Lyons  
Superintendent of Schools, Department of Catholic Schools
Prospective Site Application, St. Clare Initiative for Leading and Learning

Please indicate application type

☐ Applying for Literacy 360 Cohort (Year 1) ☐ Applying for Instruction for All Learners Cohort (Year 0)

☐ Indicating Interest for Innovative Programming for High Capacity Youth Cohort (2021-2022)

Applicant school identifying information
School Name: ________________________________
Governance Model: __________________________
Name of Applicant: __________________________
Position of Applicant: ☐ Principal ☐ Pastor ☐ Other (____________________)

Please complete the following:

Our leadership has reviewed the application materials and understand the following:
Please check box for acknowledgement

☐ All instructional employees in K-5 classrooms are required to participate in all PD
☐ School calendars and school day schedules will be impacted by participation
☐ Instructional agreements and an MOU are associated with participation
☐ Schools that are accepted are committing to a 3-year cohort model of development
☐ All St. Clare Initiative development is scheduled in addition to regularly offered (and required) Archdiocesan PD

While every effort will be made to minimize expense, instructional materials and travel may be required in order for schools to fully comply with expectations as a participating school. By applying, you are acknowledging that your site understands all requirements outlined in the application packet for attendance at professional development sessions and requirements for adaptive curriculum (software and technology, all Cohorts) and a lexile assessment (Literacy 360 Cohort only). Grants may be available in some cases, please contact Executive Director Dr. Tara Rolle for more information.

Once accepted, school leadership is responsible for supporting the staff and parent communities with understanding the importance and implications of participating in a St. Clare Initiative Cohort. Site leadership is responsible for maintaining compliance with program expectations and for maintaining a proactive partnership with Executive Director Dr. Tara Rolle.

We are excited to further discuss the opportunity of being a member school in a St. Clare Initiative for Leading and Learning Cohort! Please expect to hear from a member of our team shortly to discuss your application.

Application Signatures:

__________________________________ __________________________
Principal Signature, Date Pastor Signature, Date