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## 4Cs Established Norms

### 4Cs Pillars:

1. Schools will ensure all students have a mentor who will ensure ALL students stay on track to graduate.
2. Schools will have a system of support to help mitigate unfinished learning and credit deficiencies.
3. Schools will respond in real-time by helping students who experience initial difficulty (e.g., academically, behaviorally, and/or socially).
4. Schools will prepare and support ALL students, so they have a post-secondary education plan.

### Nuts and Bolts:

- All students will have a mentor that will help guide, coach, and counsel them through their secondary experience. This may be the same person or different people.
- 4Cs will occur every day at the end of the day (middle schools will be granted flexibility).
- 4Cs mini lessons will be delivered on Mondays.
- 4Cs Mondays will include a mini-lesson, progress monitoring, and weekly goal setting.
- 4Cs mentors will ensure that all students finish their grade level deliverables.
- All secondary schools will have a 4Cs school wide leadership team (a school's existing leadership team will suffice).
- All schools will have a school 4Cs representative that will work with the district-wide 4Cs working group (these will be stipend positions).
- The first responsibility of elective teachers teaching 4Cs concurrently with a high-interest elective is to make sure that all students are on track and finishing their grade level deliverables.
- Recommended: All core area teachers not on prep should teach a 4Cs class. The 4Cs is not a stand-alone 7<sup>th</sup> period for a core class.
- Recommended: All schools will create a schoolwide system of interventions during the 4Cs class, e.g., freeing up a math teacher for a math lab and an ELA teacher for a writing lab, using Apex tutorials to fill learning gaps, providing counseling, etc.

- Recommended: Mentors who have upperclassmen should have higher PTR due to the flexibility granted for upperclassmen to engage in work-based learning, internships, acceleration opportunities off campus, etc.
- Recommended: High schools should configure their 4Cs classes by underclassmen and upperclassmen.
- Recommended: Middle schools should configure their 4Cs classes by having a range of students between 6-8.
- Recommended: Administrators, counselors, safety security officers, activity directors, migrant teachers, graduation coaches, paraprofessionals, etc. mentor several 4Cs classes. This will reduce overall PTR, ensuring more students are connected to an adult responsible for monitoring their progress.

### 4Cs Next Steps:

1. April/May: 4Cs working group meets every Friday.
2. Working Group Deliverables:
  1. 60+ mini lessons created and organized by topic, e.g., credit, career, community, college, safety, and SEL.
  2. Establish a 4Cs lesson framework.
  3. Establish monthly 4Cs themes.
3. May: 4Cs SAMS working group.
  1. Finalize mini-lessons, lesson framework, and monthly themes.
4. May/June: Schools submit 4Cs 1<sup>st</sup> draft to supervisor (template will be provided)
5. August:
  1. Secondary schools finish the second draft of their 4Cs plan.
  2. Secondary schools establish 4Cs site-based leadership team.
  3. Secondary schools identify a 4Cs representative that collaborates with the 4Cs district-wide working group (bi-monthly meetings).
6. Monthly Meetings:
  1. Bi-monthly district-wide 4Cs working group collaboration.
  2. Monthly 4Cs meeting with MSEA leadership, selected teacher leaders, and district leadership.

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