LEADERSHIP ACTION PLAN
SUMMER MILESTONES

LAP Element Strong Start Elements Included	Evidence Summer Milestones	Completed By	What materials do schools need to build their LAP?
1. All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.	Provide a list of members of the Instructional leadership team, their roles, and the schedule for convening the leadership team. *TAP Schools are encouraged to use their existing ILTs.*	July 1	• N/A
2. All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy. **During periods of closure or modified operations, schools should be prepared to provide continuous instruction in core and non-core subjects, including CTE courses.** **Schools should be prepared to do this virtually, if required.**	Provide a copy of the daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.	August 1	• Proposed schedule for upcoming year or last year's master schedule
3. All teachers in all grade levels and core content areas receive » foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and » opportunities to collaboratively prepare for units and lessons.	Provide a copy of the School-level Professional Development Plan inclusive of the following: • A schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery • A list of ELA, Math, Intervention (SPED, EL, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need additional support or have not received foundational curriculum training and/or content module redelivery • A schedule for common planning for all ELA, Math, and Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels	July 1 School-level Professional Development Plan August 1 Training List	• District-level Professional Development Plan and Strong Start Professional Development Plan, if possible • Proposed schedule for upcoming year or last year's master schedule and faculty roster • List of untrained faculty - reference faculty roster and sign-ins from priority training • List of Content Leaders
4. All CIR schools have weekly time scheduled for Mentor Teachers to mentor an individual in need of mentorship, and all undergraduate/post-baccalaureate teachers have appropriate time scheduled with a Mentor Teacher. **Schools should be prepared to do this virtually, if required.**	Provide a list of Mentor Teachers and the names of the undergraduate/post-baccalaureate teachers they support and a weekly schedule of when they meet to support them.	September 1	• List of trained Mentor Teachers • List of resident and post-baccalaureate teachers • School Calendar • Master Schedule

LAP Element Strong Start Elements Included	Evidence Summer Milestones	Completed By	What materials do schools need to build their LAP?
5. All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with ELA, Math, EL, and SPED teachers. **Schools should be prepared to do this virtually, if required.**	Provide a list of Intervention Content Leaders (trained and in-training) and a schedule of when they will collaborate with ELA, Math, EL, and SPED teachers.	**August 1**	• List of Intervention Content Leaders • Master Schedule • Faculty Roster
6. All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback. **Schools should be prepared to do this virtually, if required.**	Provide a copy of the plans and schedule for classroom and common planning time observations that includes all subject/grade level assignments, frequency, and feedback.	**August 1**	• Master Schedule • Faculty Roster • List of 1st year teachers • Student results by teacher (prioritization)
7. In CIR high schools, the IGP partner collaborates with school leadership to ensure all high school students have an IGP upon entering high school that outlines: access to coursework, experience, and credentials relevant to life after high school, including AP, IB, DE, internships, and statewide high-value industry credentials. These plans are reviewed and revised twice a year. **IGPs should include any changes needed due to interruption of instruction for all students in all schools.**	Provide the date of the orientation when the IGP planning partner identified in Super App will meet with their CIR high school.	**August 1**	• District Calendar • Status Report for IGPs • Scope of Contract
8. All CIR/UIR-A schools have a Professional Learning Partner plan that includes the following: » a list of all of the professional learning partners that will be on their campus, » purpose of the professional learning partner, » with whom the professional learning partner will work, and when. **Schools should be prepared to do this virtually, if required.**	Provide a list of all professional learning partners working on their campus, the purpose of the professional learning partner (area of expertise), with whom the professional learning partner will work, and when Example: Professional Learning Partner ABC visits once a month and does classroom observations for ELA teachers.	**August 1**	• Content of the district contract with professional learning partners • District PD calendar and topics • PD plan submitted through Super App • PD Vendor Guide • PD Plan Stimulus
9. All CIR/UIR-A schools identify high-quality assessments scheduled throughout the year based on the results of a yearly assessment inventory. **Plans should include giving high-quality screeners for students in grades K-3 and high-quality ELA and Math diagnostics in grades 3-HS to assess students' academic needs, post COVID-19, at the beginning of the school year.**	Provide a school calendar that identifies the high-quality assessments scheduled throughout the year.	**August 1**	• 2019-2020 School and District Assessment calendar and plan • List from Super App of approved assessments

DEPARTMENT of EDUCATION
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