

In preparation for the 2020-2021 school year, school systems across the state are building plans to improve their schools.

The improving school is one where

1. Students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year.
2. Students are on track for high school graduation and ultimately have plans for a funded post-secondary education and job.
3. Teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

In order to achieve this vision, leaders of improving schools assure that

1. All students are scheduled to learn grade level content alongside their peers. During intervention time, students are engaged in content that prepares them to succeed with the grade level curriculum.
2. High school students have access to coursework, experiences, and credentials relevant to life after high school, including AP, IB, dual enrollment, internships, and statewide high-value industry credentials. Students are able to review and revise their graduation plan twice a year.
3. Teachers spend time collaboratively preparing for units and preparing for lessons from a high-quality curriculum. They are trained on the use of high-quality curriculum by vendors or school system experts such as Content Leaders. New teachers are supported to deliver high-quality instruction by a Mentor Teacher.
4. Groups of teachers, including special education, English language and reading intervention teachers, have regular time together to learn the units within the curriculum and plan for individual lessons.

Leaders of improving schools are building Leadership Action Plans (LAP). The purpose of the LAP is to support school-based leadership teams in creating a step-by-step plan to put systems and structures in place that align with the vision of an improving school. The LAP has the necessary components to ensure this happens. The Department has created milestones associated with the creation of the LAP that should occur over the summer. School leadership teams will work with Network coaches to ensure that these milestones are met.

LAP Element	Summer Milestone	Due Date
<b>JULY</b>		
<p>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.</p> <p><b>TAP schools are encouraged to use existing ILTs.</b></p>	<p>Provide a list of members, roles, and schedule for convening that group.</p>	<p>July 1</p>
<p>2. All teachers in all grade levels and core content areas receive</p> <ul style="list-style-type: none"> <li>foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), content module redelivery, and</li> <li>opportunities to collaboratively prepare for units and lessons.</li> </ul>	<p>Provide</p> <ul style="list-style-type: none"> <li>A schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery</li> <li>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</li> </ul>	<p>July 1</p>
<b>AUGUST</b>		
<p>1. All teachers in all grade levels and core content areas receive</p> <ul style="list-style-type: none"> <li>foundational curriculum training, ongoing instructional training (including addressing</li> </ul>	<p>Provide a list of ELA, Math, Intervention (Special Education, English Language, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need</p>	<p>August 1</p>

<p>students' unfinished learning), content module redelivery, and</p> <ul style="list-style-type: none"> <li>opportunities to collaboratively prepare for units and lessons.</li> </ul>	<p><i>additional support</i> or have <i>not received</i> foundational curriculum training and/or content module redelivery.</p>	
<p>3. 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.</p> <p><b>During periods of closure or modified operations, schools should be prepared to provide continuous instruction in non-core subjects, including CTE courses.</b></p>	<p>Provide a copy of the daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy, as suggested by curriculum.</p>	<p>August 1</p>
<p>2. 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.</p>	<p>Provide a copy of the plans and schedule for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p>	<p>August 1</p>
<p>3. 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.</p>	<p>Provide the date of the orientation when the IGP planning partner identified in Super App to work with their CIR high schools.</p>	<p>August 1</p>

<p><b>IGPs should include any changes needed due to interruption of instruction for all students in all schools.</b></p>		
<p>4. All CIR/UIR-A schools have a professional learning plan that includes the following: a list of all of the professional learning partners that will be on their campus, the purpose of the professional learning partner (areas of expertise), with whom the professional learning partner will work, and when.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>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 partners will work, and when.</p> <p>Example: Professional Learning Partner ABC visits once a month and does classroom observations for ELA teachers.</p>	<p>August 1</p>
<p>5. All CIR/UIR-A schools identify high-quality assessments scheduled throughout the year based on the results of a yearly assessment inventory.</p> <p><b>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.</b></p>	<p>Provide a school calendar that identifies high-quality assessments scheduled throughout the year.</p>	<p>August 1</p>
<p>6. All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with general education, English Language, and special</p>	<p>Provide a list of Intervention Content Leaders and a schedule of when they will collaborate with general education, English Language, and special education teachers.</p>	<p>August 1</p>

<p>education teachers.  <b>Schools should be prepared to do this virtually, if required.</b></p>		
<b>SEPTEMBER</b>		
<p>1. 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.  <b>Schools should be prepared to do this virtually, if required.</b></p>	<p>A list of Mentor Teachers and the names of the undergraduate/post-baccalaureate teachers and a schedule of when they meet weekly.</p>	<p>September 1</p>