***Purpose:***The NM Annual and 90-day Plan is a roadmap that provides focus and urgency toward actions to increase achievement for all students.

***Directions:***This guided reflection should be completed by the Core Team at the end of each 90-day Plan to foster discussion, revisit the Annual Plan (Steps 1-4), and prepare to complete Steps 5 & 6 for the next 90-day Plan.

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| **Focus Area #1:** | Tier 1 Core Instruction | | | |
| **Desired Outcome:** | Ineffective teachers will receive bi-weekly non-evaluative principal walkthroughs with 1:1 feedback using the NMPED/EEI platform. Effective teachers will receive monthly non-evaluative principal walkthroughs with 1:1 feedback using the NMPED/EEI platform. | | | |
| **Evidence of Meeting Progress Indicators** | | | **Benchmark Goals** | |
| ***Date*** | | | **At the end of the 17/18 school year, the proficiency of ELA will increase to 40% by using common formative assessments to track growth year round as well as adjusting curriculum to maximize the learning to utilize staff collaborative time and embedding professional development for classroom teacher supported instruction. *(We have seen minimal increases in ELA 15% MOY/EOC*)**  **At the end of the 17/18 school year, the proficiency of Math will increase to 25% by using common formative assessments to track growth year round as well as adjusting curriculum to maximize the learning to utilize staff collaborative time and embedding professional development for classroom teacher supported instruction *(We have seen increases in Mathematics 20% using CFA and 10% increase in MOY/EOC)*** | |
| * Sept-Oct 1:1 feedback meeting with each teacher for at least 15 minutes during the first month of the school year. Walk Through&Feedback Cycles * Oct-Dec Principal will conduct one non-evaluative walkthrough for each ineffective teacher for at least 15 minutes every two weeks during this time period, and monthly with effective teachers, following up on the action step identified during the previous walkthrough. | | |
| ***Date*** | | |
| * Oct-Dec Principal will facilitate one 1:1 feedback meeting with each teacher for at least 15 minutes after every walkthrough, using the NMPED/EEI mode | | |
| ***Date*** | | |
| * Dec. Teachers will increase the usage of common assessment for deep item analysis by student. Following 1-on-1 teacher-leader interim assessment analysis meetings, teachers will implement whole group, small group, and individual re-teaching plans * Sept-Dec. Review schedule & calendar with Director of Schools | | |
| **CRITICAL ACTIONS THAT MADE BIGGEST IMPACT** | | **LESSONS LEARNED** | **POTENTIAL MAJOR ADJUSTMENTS TO ANNUAL PLAN** | **POTENTIAL NEXT SEMESTER DESIRED OUTCOME**  (building off last semester’s plan) |
| *Reflecting on Progress Indicators and measurable evidence of student academic growth, summarize briefly the actions that made the biggest difference in the quality of teaching and learning at the school.* | | *Summarize briefly major lessons learned in implementation or barriers uncovered to address moving forward.* | *Identify any needed adjustments to the Annual Plan (Steps 1-4) that may need to be made to improve performance prior to completing the next 90-day Plan.* | *How will you deepen the priority placed on this focus area in the next 90 days to accelerate progress and achieve academic goals?* |
| 6 Steps of Effective Feedback has allowed us to have conversations about teaching and learning as a critical component of the coaching cycle. Implementing 1:1 feedback has positively influenced student learning. | | Non-judgmental feedback has allowed us to Identify success toward the teacher's goal and instructional practices that supported this success. We also discovered that the rigor of the CFA’s given did not match the rigor of the MOY/EOC’s. | 1. Increase Rigor of CFA’s in preparation of PARCC/EOY/EOC testing. 2. Analyze CFA Data to compare and monitor progress. 3. Embed PARCC type questions into CFA’S | Increase frequency of Data Meetings and embed and increased rigor into lesson planning. |

*Items to consider in discussing include:*

* *What progress is the school making towards academic goals?*
* *What is the data saying the desired outcomes should be?*
* *Is your analysis of root causes deep enough? Remember to leverage the 5 Whys or a fishbone.*
* *What is the most valuable feedback your school has received from district leadership about planning, implementation, and monitoring?*
* *What do teacher-leaders articulate as the school’s most compelling need?*

***Purpose:***The NM Annual and 90-day Plan is a roadmap that provides focus and urgency toward actions to increase achievement for all students.

***Directions:***This guided reflection should be completed by the Core Team at the end of each 90-day Plan to foster discussion, revisit the Annual Plan (Steps 1-4), and prepare to complete Steps 5 & 6 for the next 90-day Plan.

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| **Focus Area #2:** | Data-driven instruction | | | |
| **Desired Outcome:** | Teachers will increase the usage of common assessment for deep item analysis by student. Following 1-on-1 teacher leader interim assessment analysis meetings, teachers will implement whole group, small group, and individual re-teaching plans. (Optimize Khan Academy) | | | |
| **Evidence of Meeting Progress Indicators** | | | **Benchmark Goals** | |
| ***Date*** | | | **At the end of the 17/18 school year, the proficiency of ELA will increase to 40% by using common formative assessments to track growth year round as well as adjusting curriculum to maximize the learning to utilize staff collaborative time and embedding professional development for classroom teacher supported instruction. *(We have seen minimal increases in ELA 15% MOY/EOC*)**  **At the end of the 17/18 school year, the proficiency of Math will increase to 25% by using common formative assessments to track growth year round as well as adjusting curriculum to maximize the learning to utilize staff collaborative time and embedding professional development for classroom teacher supported instruction *(We have seen increases in Mathematics 20% using CFA and 10% increase in MOY/EOC)*** | |
| * Sept-Oct. Plan and execute all-staff PD focused on effective item analysis and analyzing * Sept-Oct. Review all and plan and facilitate 1-on-1 teacher-leader interim assessment analysis meetings | | |
| ***Date*** | | |
| * Oct-Dec Check for alignment of instruction to reteaching plans in plans through weekly observation & feedback cycle. | | |
| ***Date*** | | |
| * Oct-Dec. Principal will conduct one non-evaluative walkthrough for each ineffective teacher for at least 15 minutes every two weeks during this time period, and monthly with effective teachers, following up on the action step identified during the previous walkthrough. * Principal will facilitate one 1:1 feedback meeting with each teacher for at least 15 minutes after every walkthrough, using the NMPED/EEI model. * Pre-conference to look for deeper item analysis identifying why students did not master standards. * Teachers will increase the usage of common assessment for deep item analysis by student. Following 1-on-1 teacher-leader interim assessment analysis meetings, teachers will implement whole group, small group, and individual re-teaching plans | | |
| **CRITICAL ACTIONS THAT MADE BIGGEST IMPACT** | | **LESSONS LEARNED** | **POTENTIAL MAJOR ADJUSTMENTS TO ANNUAL PLAN** | **POTENTIAL NEXT SEMESTER DESIRED OUTCOME**  (building off last semester’s plan) |
| *Reflecting on Progress Indicators and measurable evidence of student academic growth, summarize briefly the actions that made the biggest difference in the quality of teaching and learning at the school.* | | *Summarize briefly major lessons learned in implementation or barriers uncovered to address moving forward.* | *Identify any needed adjustments to the Annual Plan (Steps 1-4) that may need to be made to improve performance prior to completing the next 90-day Plan.* | *How will you deepen the priority placed on this focus area in the next 90 days to accelerate progress and achieve academic goals?* |
| 6 Steps of Effective Feedback has allowed us to have conversations about teaching and learning as a critical component of the coaching cycle. Implementing 1:1 feedback has positively influenced student learning. | | Non-judgmental feedback has allowed us to Identify success toward the teacher's goal and instructional practices that supported this success. We also discovered that the rigor of the CFA’s given did not match the rigor of the MOY/EOC’s. | 1. Increase Rigor of CFA’s in preparation of PARCC/EOY/EOC testing. 2. Analyze CFA Data to compare and monitor progress. 3. Embed PARCC type questions into CFA’S | Increase frequency of Data Meetings and embed and increased rigor into lesson planning. |