**District: Pecos ISD**

**School: Pecos High School**

**Date: 12/19/17**

**Completed By: Simon Miera**

**District: Model School District**

**School: Sample Elementary**

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**New Mexico 90-day Plan**

**Offline Planning Process Workbook**

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| **ANNUAL PLAN** |

**Step 1 – Build Core Team**

With district support, the school leader(s) identify critical members to bring together as a team to co-construct the school vision for dramatic change and establish a 90-day Plan that will increase achievement for all students.

**Guiding Questions –**

* District Level:
  + To what extent does the district representative need to be involved in the planning process?
  + Should Core Teams look the same at every school?
* School Level:
  + To what extent does the Core Team represent diverse backgrounds and viewpoints, in order to consider challenges from many perspectives?
    - Are there representatives from across grade levels?
    - Is the group representative of the student body and community?
    - Is the Core Team the same as the school leadership team?
    - Are the strongest teacher-leaders on the Core Team?

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| **Core Team Notes** | | |
| Team Member | Position | Rationale: What strengths/perspective does this person bring to the team? How will including this individual help the team address the school’s current reality? |
| Simon Miera | Principal | As the leader of the high school, Mr. Miera is able to help the team see the big picture of PPE goals. Mr. Miera is also the school lead on Teachers Pursuing Excellence. |
| MaryBeth Britton | English Teacher | Mrs. Britton is a TPE mentor and a member of the Teacher Liaison program with PPE. She is a master teacher, and brings in years of experience. Mrs. Britton can give the team good insight on the needs and proficiency rates of our students in ELA. |
| Ramon Medina-Pacheco | Spanish and ELL Teacher | Mrs. Medina-Pacheco is a TPE mentor, and a member of the Teacher Liaison program with PPE. She is able to give insight to our needs with our ELL population. |
| Linda Hufford | Math Teacher | Mrs. Hufford will be able to give the team perspective of academic achievement and needed growth in areas of Math. |
| Debra Sena Holton | District Leader | Mrs. Sena Holton will be able to review all plans and action steps to ensure that Pecos High School is in compliance with PPE. |
| Aniesa Trujillo | Special Education Teacher | Mrs. Trujillo will be able to give the team perspective about the needs of our special education students. |

**Step 2 – Analyze Data & Set Student Achievement Goals**

With the Core Team, analyze student achievement data (e.g. interim assessment results, common formative assessments, student work samples, summative results). Through deep data analysis and reflection, set up to 3 Summative Student Achievement Goals. The goals should be clear and satisfy SMART criteria.

Once Summative Goals have been established, set Benchmark Goals to monitor progress toward Summative Goals. Benchmark Goals should be clearly articulated in both ELA and math (and for an optional third goal), align with summative goals, and be connected to the most current interim or formative assessment data. Benchmark Goals should also satisfy SMART criteria.

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| **Data Analysis Notes** |
| The Team met on Tuesday, December 12th, and noted some of the actions steps that were taken this year. The team agreed that we should continue forward with the two areas of focus: Data Driven Instruction and Observation and Feedback Cycles. The team did note that this Spring semester will be different than Fall because we have our interim assessment program, Illuminate, in place. During the first few months of the Fall semester, teachers did not have access to the assessments in Illuminate. By the beginning of second semester, teachers will have been through two trainings with Illuminate, and can create lesson plans that are guided by the interim assessments in the Illuminate assessment bank.  Teachers looked at the first round of interim assessments given in October, and they noticed that our proficiency rate in ELA was 10% and in Math was 3%. The team noted that teachers did not have access to the assessments at the start of the semester, and that made it so that teachers were not able to use the interim assessments as a guide to their lesson plans.  Teachers also noted that we are now participating in Teachers Pursuing Excellence. With TPE, we are able to get more feedback from PED to help teachers make adjustments. In the Fall, teachers and principals were meeting on a weekly basis. With TPE, the principal has been able to meet with PED representatives and the superintendent to get feedback on instruction.  After the team meeting on December 12th, the third round of interim assessments were given. Currently we saw a 10% growth in ELA. Math scores are currently not available. |

**Guiding Question –**Given the most recent student achievement data, what goals will create a sense of focus and urgency toward actions to increase student achievement?

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| **Student Achievement Goals** | | | |
| Grade/Subject Area | 2017 PARCC Results | 2018 PARCC Goals | Benchmarks: How will you know you are on track to meet your summative student achievement goals? |
| ELA 9, 10, 11th | 9th- 17.5 % Proficient  10th-18.75% Proficient  39.02% Overall Proficient | PHS will be at 55% overall Proficient in ELA | PHS will using interim assessments every 6-8 weeks to measure student growth. At least 25% of the students will be proficient in their class interim assessment for the first 9 weeks of the second semester. With each successive CFA, the proficiency will increase by 15%. Teachers will use the Illuminate software to help analyze the data from the interim assessments and implement strategies.  Cycle 4 February 12-16- 40% overall proficiency in ELA interim assessments.  Cycle 5 April 2-6- 55% overall proficiency in ELA interim assessments.  Cycle 6 May 14-18, 70% overall proficiency in ELA interim assessments. |
| Math 9,10 and 11th | Alg. I 4.44% Proficient  Alg. II 7.31% Proficient  Geometry 2.44% Proficient | Alg. I 20% Proficient  Alg. II 22.31% Proficient  Geometry  17%Proficient | PHS will using interim assessments every 6-8 weeks to measure student growth. At least 25% of the students will be proficient in their class interim assessment for the first 9 weeks of the second semester. With each successive CFA, the proficiency will increase by 15%. Teachers will use the Illuminate software to help analyze the data from the interim assessments and implement strategies.  Cycle 4 February 12-16- 20% overall proficiency in Math interim assessments.  Cycle 5 April 2-6- 35% overall proficiency in Math interim assessments.  Cycle 6 May 14-18, 50% overall proficiency in Math interim assessments. |
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| **SMART Checklist** | | |
| **Specific** | Is the goal clearly defined? | Yes |
| **Measurable** | Are multiple concrete criteria identified for measuring progress toward attainment of the goal? | Yes |
| **Ambitious** | Does the goal stretch the school while still being attainable? | Yes |
| **Relevant** | Does the goal relate to student learning and achievement? Is it data-based | Yes |
| **Time-bound** | Is the timeframe appropriate for accomplishment of the goal? | Yes |

**Step 3 – Identify Focus Areas**

Following deep data analysis and reflection on qualitative and quantitative evidence, the Core Team identifies the 2-3 highest-leverage Focus Areas (selected from the 10 that appear below) that will increase student achievement for all students. Focus Areas are best practices that will increase achievement for all students and narrow the scope for Root Cause Analysis, Desired Outcomes, and Critical Actions.

Possible evidence sources to consider include: observation data (evaluative or non- evaluative), lesson/unit plans, student surveys, interim assessment results, common formative assessment results, student work samples, summative results.

**Focus Areas & Guiding Questions –**

1. *Standards Alignment*

All grade levels have identified essential standards.

Guiding questions –

* How do you ensure that the Tier I (core) curriculum and instruction is aligned with the CCSS and is being implemented with fidelity?
* Do you have a scope and sequence aligned to the CCSS?

1. *Tier I (core) instruction*

There is a dedicated block of time devoted to providing core instruction to all students aligned with grade level standards.

Guiding questions –

* What percent of your students are achieving grade-level expectations or making significant growth? If at least 80% are not attaining proficiency, what are you doing to ensure that your school is making significant progress toward this goal?
* What evidence do you have that the level of rigor of the tasks students perform during the lesson is aligned to the rigor of the CCSS?

1. *Data-driven instruction*

There is a precise, systematic approach to improving student learning throughout the year. The cycle of DDI includes assessment, analysis and action.

Guiding questions –

* Are the district’s and school’s assessment strategies firmly in place? (formative, interim, and summative)
* How do teachers and leadership analyze and act on assessment data?
* Do teacher action plans include focused and targeted whole-group, small-group, and individual interventions?
* How effectively does school leadership hold teachers accountable to ensure effective instructional adjustment, interventions, and instructional feedback?

1. *Tier I interventions*

There are fluid, flexible interventions in place during Tier I (core) instruction for students not progressing as expected.

Guiding questions –

* How do you identify students in need of Tier I (core) interventions?
* How do you differentiate instruction based on the screening results, as well as the abilities and needs of all students in the core program?
* To what extent are Tier I (core) interventions successful in addressing student needs based on data?

1. *Observation and feedback cycles*

Principal and other instructional leaders devote time daily to non-evaluative classroom walkthroughs and provide face-to-face feedback to teachers in a timely manner.

Guiding questions –

* Are frequent and regular non-evaluative walkthroughs built into the leaders’ schedules?
* Do leaders give face-to-face direct feedback to teachers focused on specific action steps for improvement?
* To what extent to leaders hold teachers accountable to translate feedback into practice?

1. *Collaboration*

Teachers have time during the week to work together to promote student success.

Guiding questions –

* What evidence do you have that your teacher teams work together weekly to analyze data, share strategies, plan collaboratively, and debrief the outcomes of instruction?
* How do school leaders support and hold teacher teams accountable?

1. *Ongoing, job embedded professional development*

Teacher professional development is grounded in day-to-day teaching practice and is designed to enhance student learning.

Guiding questions –

* Describe the process for identifying and providing job-embedded, ongoing, professional development informed by the teacher evaluation system.
* How is professional development for teachers tied to student needs as identified by assessment data?

1. *Tier II (SAT) process*

There is a system in place to provide strategic and individualized support to students for whom Tier I instruction and interventions have proven insufficient.

Guiding questions –

* What criteria does the SAT team use to identify students in need of TIER II support?
* To what extent are Tier II interventions successful at addressing skill gaps to allow students to master CCSS? What specific research-based interventions are provided?
* Is progress monitoring frequent enough to ensure fluidity and that the RtI process is working?

1. *School leadership and systems*

There is a school leadership framework that supports increasing and sustaining student achievement.

Guiding questions –

* Is there a school leadership team in place comprised of key instructional leaders?
* To what extent does the leadership team focus on data-driven instruction, observation and feedback, standards-aligned planning and instruction, and job-embedded professional development?

1. *School culture*

All students, staff and stakeholders are aware that student achievement is the top priority of school.

Guiding questions –

* Do students receive the continual message that nothing is as important or engaging as learning?
* How do consistent minute-by-minute systems and procedures support a student culture focused on achievement?
* How does leadership monitor and maintain a positive student and staff culture?

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| **Focus Areas** | |
| *Focus Area:* What are the 2-3 highest-leverage Focus Areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals? | *Data Connection*: What quantitative and qualitative data led you to these Focus Areas? How do you know that these are the highest-leverage areas of focus? |
| Data Driven Instruction | After looking at the data from our first two cycles of interim assessments, the team realized that we still have growth in data driven instruction. Now that Illuminate is in place, teachers have a curriculum map to follow, and rigorous assessments that they can use to guide lesson plans. After Illuminate was put into place, we did see a growth of 10% proficiency in our ELA scores in our third round of interim assessments. With this data, it was clear that we needed to continue with giving interim assessments through Illuminate. |
| Observation and Feedback Cycles | The Principal met with the teachers on a weekly basis to discuss the data from the walkthroughs. During the weekly meetings, teachers gave the principal a goal for the next week. This data was kept on a google drive document. After joining Teachers Pursuing Excellence, the principal received multiple hours of training from PED on reflective leadership strategies. The team thought that this training was useful in the feedback meetings, and wanted to continue with this focus area. |
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**Step 4 – Conduct Root Cause Analysis**

After identifying 2-3 high-leverage Focus Areas in Step 3, the Core Team engages in Root Cause Analysis to zero in on the deepest underlying cause or causes of school performance challenges that, if resolved, result in elimination or substantial reduction of the performance challenge. Ideally one root cause will be identified to address the performance challenge for each Focus Area, however, two closely linked root causes may be identified based on deep qualitative and quantitative analysis.

Resources: Fishbone template, 5 Whys Guidance, Role Play Script

**Guiding Questions –**

* What do you believe is at the heart of the problem for this focus area?
* What qualitative and quantitative evidence do you have to support this hypothesis?
* Would the problem/challenge have occurred if that cause had not been present?
* If the cause is corrected, will the problem/challenge reoccur?

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| **Root Cause Analysis Notes** | | |
| *Focus Area*  *(selected in Step 3)* | *Root Cause Statement* | *Evidence to Support* |
| Data Driven Instruction | Students and teachers are not receiving relevant data throughout the year to help create meaningful interventions. Teachers are receiving PARCC scores during the summer, but are not using student data throughout the year to assess student proficiency. | During the Fall semester of 2017, teachers started the semester with teacher generated interim assessments, and students did well. When we began to give interim assessments from the Illuminate data base, student had a very low percent of proficiency. On the second attempt of the Illuminate interim assessments, we saw an increase of 10% in English scores. |
| Observation and Feedback Cycles | With the high rates of teacher and administrator turnover at Pecos High School, there is a break in professional development among staff from year to year. In order for teachers to grow, they have to be receiving meaningful feedback from their administrator. Teachers need to receive data driven feedback to guide conversations about improving instruction. | Teachers have a standing appointment to meet with the principal once a week. During this time, the principal records the data on a shared Google document. The principal captures goals and notes from the meeting in a shared Google document. The principal uses reflective leadership questions to help guide the teacher. |
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| **90-DAY PLAN** |

**Step 5 – Create Desired Outcomes & Define Critical Actions**

*Create Desired Outcomes:*

Based on each Root Cause Analysis, the Core Team identifies a 90-day Desired Outcome for each Focus Area. Specifically, the team identifies the *change in adult behaviors* that will result in increased student achievement in math and reading.

Then, the Core Team determines the Critical Actions that need to be taken in order to achieve the Desired Outcomes.

**Guiding Questions for Setting Desired Outcomes –**

* What is it you are hoping to achieve?
* What specific outcome do you want?
* What is the most important problem you want to solve?
* What does this goal look like for you?
* How will you know when you have reached this goal?
* Are there any barriers that might keep you from reaching this goal?
* Can you see yourself achieving this?

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| **Desired Outcomes** | |
| *Focus Area* | *Draft Desired Outcome (change in adult behavior):*What is the Desired Outcome?What will be different if you are successful in focusing on this area of practice?After 90 days, what changes in practice will be observed? |
| Data Driven Instruction | Teachers will create and implement a system of common formative assessments to be used to monitor and modify instruction. |
| Observation and Feedback Cycles | Principal will observe teachers weekly, and provide one to one feedback to improve instructional alignment and quality. |
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*Define Critical Actions:*

After identifying the Desired Outcomes (changes in adult behaviors), the Core Team determines the Critical Actions that will promote a sense of urgency toward addressing root cause(s) and achieving each Desired Outcome.

**Guiding Questions for Critical Actions (Options) –**

* What are some possible ways to achieve…?
* What will you do to move yourself closer to the goal?
* What have you done in similar situations in the past?
* What is something you have never tried?
* What else?

**Guiding Questions for Critical Actions (Decisions) –**

* What stands out for you?
* Which would be most impactful?
* What exactly will you do?
* Who will be involved?
* Who will be responsible?
* What obstacles do you need to address in order to get this done?
* What support/resources will you need to make this happen?

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| **Focus Area: Data Driven Instruction** | | | | |
| **Desired Outcome:** Teachers will create and implement a system of common formative assessments to be used monitor and modify instruction. | | | | |
| **CRITICAL ACTIONS** | | | | |
| *Timeline* | *Critical Action to Address Root Cause & Achieve Desired Outcome* | *Resources Needed/Source* | *Person(s) Responsible* | *Person(s) Involved* |
| January 5th | Teachers will receive training on how to analyze student data from the first three rounds of interim assessments. | Data from the first three interim assessments from the Fall semester.  Access to Illuminate.  Access to state standards. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | High school teachers, principal and instructional coach will work to present training for Illuminate. |
| January 6th- January 14th | Teachers will create their fourth interim assessment for the year. Math and English teachers will use the assessments from the Illuminate testing bank. Other content areas will use their Blue Prints and state standards provided by PED to create their interim assessments. This will be given on February 12th. | Illuminate assessment bank.  State standards.  PED EOC Blue Prints | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school teachers. |
| February 12th-16th | Teachers will give their fourth common formative assessment | Computer labs, answer sheets and testing schedule for the week. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school Teachers |
| February 18th -21nd | Teachers review data produced from their fourth assessment cycle by illuminate. Teachers will share their data during our Thursday PLC with other staff members. | Data produced from Illuminate program. PLC time to analyze data in content area groups. Coaching from principal and instructional coach to analyze data. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school teachers |
| February 22nd-April 2nd | Teachers will implement interventions using the data from the fourth cycle of the common formative assessments. The principal will look for these interventions during weekly observations and weekly meetings with the teacher. | Data produced from fourth testing cycle. PLC time to present ideas and reflect about what is working and what is not working. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school teachers |
| April 2nd-6th | Teachers will give their fifth common formative assessment | Computer labs, answer sheets and testing schedule for the week. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school Teachers |
| April 8th-12th | Teachers review data produced from their fifth assessment cycle by illuminate. Teachers will share their data during our Thursday PLC with other staff members. | Data produced from Illuminate program. PLC time to analyze data in content area groups. Coaching from principal and instructional coach to analyze data. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school teachers |
| April 14th-May 13th | Teachers will implement interventions using the data from the fifth cycle of common formative assessments. The principal will look for theses interventions during weekly observations and weekly meetings with the teacher. | Data produced from fifth cycle. PLC time to present ideas and reflect about what is working and what is not working. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school teachers |
| May 14th-18th. | Teachers will give their sixth common formative assessment | Computer labs, answer sheets and testing schedule for the week. | Simon Miera  Marybeth Britton  Linda Hufford  Elissa Flores  Aniesa Trujillo  Ramona Medina-Pacheco | All high school Teachers |

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| **Focus Area: Observation and Feedback Cycle** | | | | |
| **Desired Outcome:**  **Principal will observe teachers weekly and provide one to one feedback to improve instructional alignment and quality.** | | | | |
| **CRITICAL ACTIONS** | | | | |
| *Timeline* | *Critical Action to Address Root Cause & Achieve Desired Outcome* | *Resources Needed/Source* | *Person(s) Responsible* | *Person(s) Involved* |
| January 8th- January 12th | Teachers and principal set up a standing weekly meeting for this new semester. | Google Calendar and schedule of preps | Simon Miera | All teachers |
| January 16th-19th | Teachers and principal will review the observation notes from last semester, and discuss the best means of communicating information from the weekly observations. | Access to Google Drive | Simon Miera | All teachers |
| January 20th | Teachers Pursuing Excellence Training on how to improve school culture | TPE Resources | Simon Miera | All teachers |
| January 29th-30th | Teachers Pursuing Excellence Liaison will visit Pecos High School to do observations of all classes with the principal. TPE Liaison will give feedback to principal about giving feedback to teachers to improve instruction. | Observation schedule, reflective leadership questions and notes from previous observations. | Simon Miera | All teachers |
| February 26th | Teachers Pursuing Excellence Liaison will visit Pecos High School to do observations of all classes with the principal. TPE Liaison will give feedback to principal about giving feedback to teachers to improve instruction. | Observation schedule, reflective leadership questions and notes from previous observations. | Simon Miera | All teachers |
| March 19th | Teachers Pursuing Excellence Liaison will visit Pecos High School to do observations of all classes with the principal. TPE Liaison will give feedback to principal about giving feedback to teachers to improve instruction. | Observation schedule, reflective leadership questions and notes from previous observations. | Simon Miera | All teachers |
| March 26th | Teachers Pursuing Excellence Liaison will visit Pecos High School to do observations of all classes with the principal. TPE Liaison will give feedback to principal about giving feedback to teachers to improve instruction. | Observation schedule, reflective leadership questions and notes from previous observations. | Simon Miera | All teachers |
| April 2nd-6th | Teachers and principal will meet during their weekly scheduled time and review notes taken from the weekly meetings. | Google Drive notes | Simon Miera | All teachers |

**Step 6 – Monitor Implementation**

After creating a Desired Outcome for each Focus Area and defining the Critical Actions, the Core Team strategically selects Progress Indicators – the metrics and evidence that will be used to measure progress toward the Desired Outcomes and Goals. The Core Team identifies how the plan might be adjusted due to accelerated progress and unanticipated barriers.

The Core Team, then, also devises a system to Monitor Implementation of the plan.

**Guiding Questions –**

* What are the metrics, feedback, observations, etc. the core team will use to determine progress toward the desired outcome?
* How will you know the Critical Actions are having a positive impact?
* What is the evidence of progress?
* How might the plan be adjusted due to accelerated progress or unanticipated barriers?
* How will the Core Team systematize implementation and monitoring of the plan?

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| **Focus Area:** Data Driven Instruction | | |
| **Desired Outcome:** Teachers will create and implement a system of common formative assessments to be used monitor and modify instruction. | | |
| **PROGRESS INDICATORS**  **(should be aligned with Critical Actions developed in Step 5)** | | |
| *Indicator Date* | *Evidence to Determine Progress Toward Achieving Desired Outcome* | *Potential Adjustments* |
| February 12th | Teachers will give the fourth cycle of interim assessments for the year. The evidence will be the assessments aligned to state standards from the Illuminate assessment bank for ELA and Math. | Teachers will use the data to create interventions for the next cycle. |
| February 18th | Teachers report out data during PLCs this week. Teachers identify areas of focus and common students who need intervention. | Teachers will have to make sure they have the next interim assessment available. |
| April 2nd | Teachers will give fifth cycle of interim assessments. The evidence will be the assessments aligned to state standards from the Illuminate assessment bank for ELA and Math. | Teachers will use the data to create interventions for the next cycle. |
| May 14th | Teachers will give sixth cycle of interim assessments. The evidence will be the assessments aligned to state standards from the Illuminate assessment bank for ELA and Math. | Teachers will use the data to create interventions for the next cycle. |

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| **Focus Area:** Observation and Feedback Cycles | | |
| **Desired Outcome:** Principal will observe teachers weekly and provide one to one feedback to improve instructional alignment and quality. | | |
| **PROGRESS INDICATORS**  **(should be aligned with Critical Actions developed in Step 5)** | | |
| *Indicator Date* | *Evidence to Determine Progress Toward Achieving Desired Outcome* | *Potential Adjustments* |
| Week of January 29th | Teachers and principal will look at the shared Google Docs folders to examine that each teacher has data from walkthroughs and feedback for a month’s time. | Principal and teacher will have to review teacher reflection sheets and then adjust accordingly. |
| Week of February 26th | Teachers and principal will look at the shared Google Docs folders to examine that each teacher has data from walkthroughs and feedback for a month’s time. | Principal and teacher will have to review teacher reflection sheets and then adjust accordingly. |
| Week of March 26th | Teachers and principal will look at the shared Google Docs folders to examine that each teacher has data from walkthroughs and feedback for a month’s time. | Principal and teacher will have to review teacher reflection sheets and then adjust accordingly. |
| Week of April 30th | Teachers and principal will look at the shared Google Docs folders to examine that each teacher has data from walkthroughs and feedback for a month’s time. | Principal and teacher will have to review teacher reflection sheets and then adjust accordingly. |

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| **System to Monitor Implementation** |
| Weekly meetings with teachers  Illuminate Data Base System  Reports from teachers during PLC time. |