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**Multi-Classroom Leader Action Planner**

***A through-the-year checklist to help you succeed***

Dear MCL,

Your team leadership and collaboration can help many students and teachers achieve and expand their potential, spreading excellence schoolwide. [**Research**](https://opportunityculture.org/research) shows very strong student learning gains for MCL teams. Whether you are working in an Opportunity Culture school or are any teacher-leader who is formally responsible for leading an instructional team to achieve excellence in teaching and student learning, this checklist is for you.

Leading a team of teachers this intensively, with accountability for the team’s student results, may be a new experience, even for veteran teachers and coaches. You may have the support of other Multi-Classroom Leaders or an instructional team of leaders led by your principal (or assistant principal), helping you identify and solve problems and building your skills in team and instructional leadership. Many of the highest-performing schools in the Opportunity Culture network use this kind of structure. Or you may be working alone in a school implementing Opportunity Culture or similar teacher-leader roles partially or gradually.

No matter your circumstances, this Action Planner can help you remember the major steps to lead your teaching team to achieve your school’s goals.

What this Action Planner does:

* Share critical steps, in sequence, to lead your Opportunity Culture teaching team
* Remind you when to communicate, and when to take action as an instructional leader
* Link to tools to help with each step (return to this online for new tools!)
* Keep you from reinventing the wheel, and allow you to customize your “to do” list

What this Action Planner does not do:

* Tell you what your school should teach
* Tell you the right goals for your students
* Tell you the specific needs of your teaching team

You can add more steps helpful in your specific role.

Our sources included interviews with successful MCLs in Opportunity Culture schools, [columns by MCLs](https://opportunityculture.org/category/teacher-columns/), insights of [Opportunity Culture Fellows](https://opportunityculture.org/opportunity-culture-fellows/) selected by their districts, research on instructional excellence and successful school turnarounds, and input from the Public Impact team members working with schools.

You can find additional tools and materials to help you succeed at [OpportunityCulture.org](https://opportunityculture.org/) on the [Instructional Leadership and Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages, which provide training, videos, team discussion questions, and additional resources aligned with this action planner.

We will continue adding and updating tools. Your suggestions are welcome [here](https://opportunityculture.org/contact/).

**Instructions**

* Skim the major action strands below.
* Use each page that follows for specific “to do” items in each Action Strand.
* The pages are divided into four periods: **Summer** (before school starts), **Fall** (beginning of school–November), **Winter** (December–February), and **Spring** (March–June). Adjust these to your school’s schedule. (To see each period in its own document, click on the following links: [Summer](https://opportunityculture.org/wp-content/uploads/2016/12/Action_Planner_for_MCLs_in_OC_Schools_Summer-Public_Impact.docx);[Fall](https://opportunityculture.org/wp-content/uploads/2016/12/Action_Planner_for_MCLs_in_OC_Schools_Fall-Public_Impact.docx);[Winter](https://opportunityculture.org/wp-content/uploads/2016/12/Action_Planner_for_MCLs_in_OC_Schools_Winter-Public_Impact.docx);[Spring](https://opportunityculture.org/wp-content/uploads/2016/12/Action_Planner_for_MCLs_in_OC_Schools_Spring-Public_Impact.docx).)
* Customize your to-do lists: Add steps to fit your needs, and add notes with detail.
* Each year, download the Action Planner (for the most updated version), and copy your own steps and detail.
* Use it every year, so you don’t forget essential actions when things get busy.

Action Planner to-do lists can be copied into your electronic to-do list, printed as a set and put into a notebook, or downloaded and used on your computer.

*Some linked materials are designed for school turnarounds, but any school improving continuously can use them.*

**Major Opportunity Culture (OC) Action Strands**

**Below are four major action strands.** Specific steps are included in the action lists.Tools with more detail are linked. See the [Instructional Leadership and Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) pages for more. Check OpportunityCulture.org for periodic updates.

1. **Communication.** Communicate decisions made in the strands below—vision, goals, steps, roles, and progress toward goals—to your teaching team, students, and parents. Ensure that your team reinforces the messages. Repeat.

2. **Leading a Team.** See the [Instructional Leadership and Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages for detailed help.

* **Launch and lead** by getting the right people on the team and clarifying the team’s vision, goals, roles, and process for collaborating to achieve excellence. Set a clear, compelling vision for the team and students. Set high-standard goals to get you there: start with high annual learning standards and growth goals up to and well beyond standards, aligned with the school vision and goals. Also set goals in other critical areas for your team. Establish a process and expectations for individual and team planning, co-teaching, coaching, and collaboration. Make an action plan with specific steps and schedules.
* **Build team cohesion** and spirit, and help your team collaborate productively to achieve your common goal of teaching and learning excellence.
* **Support and develop individuals**—each teacher or teacher-leader—through co-planning, modeling, observing, feedback, and coaching.
* **Manage yourself.** Focus on your actions to achieve success and keep developing as an MCL, including clarifying your role with the principal and your team; honing your actions to lead your team; developing the competencies to strengthen your leadership; and contributing to a schoolwide culture of excellence in teaching and learning, and peer and principal success, through your instructional team of leaders (if any).

3. **Achieving Instructional Excellence**. Lead team to plan, deliver, and improve instruction aligned with high-standards goals. See the [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) for more detailed help with these steps:

* **Plan ahead and raise sights**—Plan high-standards, differentiation-ready curriculum and aligned lessons, interim assessments, and data system.
* **Connect with students and families to cultivate a culture of learning**—Use strong bonds to motivate.
* **Establish superior classroom leadership**—Set and follow teamwide routines to focus students on learning.
* **Execute rigorous, personalized lessons for mastery and growth**—Engage students with ambitious learning goals, instruction for high growth and higher-order thinking, and personalized work. Use digital learning wisely.
* **Monitor student learning data during year**—Assess frequently for mastery and growth; capture data.
* **Adjust instruction to meet each student’s needs**—Adjust teaching methods, work difficulty, and assignments.
* **Share data with students and families about student growth vs. goals** students help set—engage students!

4. **Improving with Data**. Assess all of the above throughout the year—and improve rapidly.

**Summer (Before School Starts Each Year)**

***Plan items below for the coming year, first with your principal/leadership team, then with your teaching team***

**Communication**

[ ]  Prepare written materials/talking points for team to understand team structure, roles, vision, & goals.

[ ]  Prepare written materials/talking points for parents about team structure, roles, vision & goals, & parent role.

**Leading a Team**

[ ]  **Launch & lead:** Create an action plan for the team’s work: clarify the team’s goals, roles, & steps to work together; include a weekly team & individual schedule; create standing agendas for each meeting. See sample [agendas.](https://www.opportunityculture.org/wp-content/uploads/2023/09/MCL_Team_Meeting_Sample_Agendas-Public_Impact.docx)

* Revisit team & school data versus annual goals for past year. Refer to the Theory of Action and Measures of Success documents your school design team developed.
* Set high annual learning standards & growth goals up to & beyond standards for team; align with school.
* Make a detailed plan to achieve learning & other goals.

[ ]  **Build cohesion:** Plan how team will build relationships, collaborate, address challenges, & celebrate success.

[ ]  **Support & develop:** Plan how & when to co-teach, model, coach, observe, & give feedback to individuals.

[ ]  **Manage yourself:**

* **Clarify your role** (see especially the [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/12/Organizational_Chart_Template_MCL_Teams-Public_Impact.docx)) with the principal: what teachers, staff, subjects/courses, & grades you lead; to what extent you: teach, model, co-teach, observe, coach, review student work, lead improvement.
* Attend any MCL summer training; refresh through [teaching excellence](https://opportunityculture.org/instructional-leadership-and-excellence/#curricula) review.
* Add *all* to calendar: meetings of schoolwide instructional team of leaders, if any; meetings with MCL peers; meetings with principal for your coaching; meetings with your team; teaching, modeling, coaching, data review, etc.

**Instructional Excellence**. *See* [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) *for more detail.* Establish plan & routines for your team in the following areas, aligned with school plans:

[ ]  **Plan ahead & raise sights:** Plan high-standards, differentiation-ready curriculum, lessons, & interim assessments.

* Set team interim standards & growth targets, aligned with annual goals & with school across grades/levels.
* Choose engaging instructional methods with differentiation options; conduct research to improve each year.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate.

* Plan to: communicate vision that all students can succeed; build individual relationships; share student learning information; & motivate everyone to do their best with positive communications.

[ ]  **Establish superior classroom leadership:** Set & follow teamwide routines to focus students on learning.

* Plan to help team: lead classrooms with a firm yet warm presence; set norms for student & teacher interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Engage students with ambitious learning goals, instruction for high growth & higher-order thinking, and personalization. Use digital learning wisely.

* Plan to: set ambitious learning goals for each class *and* individual student; prepare lessons aligned with curriculum *and* student needs (“personalization”); and engage students deeply in learning.

[ ]  **Monitor student learning data during year:** Assess frequently for mastery & growth; capture data.

* Plan to: assess learning at start of year; give assessments aligned to each lesson, unit, & annual goal; track data efficiently; collect multiple data points; generate reports; & analyze data for individual & class needs.

[ ]  **Adjust instruction to meet each student’s needs:** Adjust teaching methods, work difficulty, & assignments.

* Plan to: Collaborate with team to improve instruction rapidly for mastery & growth; & research additional interventions aligned to each student’s need as needed.

[ ]  **Share data with students & families about student growth vs. goals** students help set: Engage students!

* Plan to: continuously lead students to set own goals, track own growth, & make choices to meet goals.

**Improving with Data**

[ ]  Add all interim assessments to team calendar in advance of school year.

[ ]  Align schedule of major, interim assessments with planned reports to schoolwide instructional team of leaders.

**Summer (Before School Starts)**

***Notes and Additional Tasks***

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| **Additional Task To Do or Ask Others To Do**  | **By Whom** | **By When** | **Notes / Resources** |
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Other notes:

**Fall (Beginning of School–November)**

**Communication**

[ ] Communicate to team, parents, and students: team vision & goals; roles & schedule. Re-clarify if changes occur.

[ ] Communicate parent responsibilities; share student progress & discuss with parents often.

[ ] Celebrate early successes/progress with team, students, & parents to build momentum!

**Leading a Team**

[ ]  **Launch & lead:** Follow action plan, schedule, [agendas](https://www.opportunityculture.org/wp-content/uploads/2023/09/MCL_Team_Meeting_Sample_Agendas-Public_Impact.docx) for team’s work; review, adjust vision, goals, roles, steps as needed.

[ ]  **Build cohesion:** Implement plan to build relationships, collaborate, address challenges, & celebrate success.

[ ]  **Support & develop:** Implement plan to co-teach, model, coach, observe, & give feedback.

* + - Hold initial 1-on-1 coaching meetings with each team teacher; continue to give feedback frequently.
		- Prepare & execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for team teachers.
		- Ensure attendance at any role-specific training available during the year.
	+ By second month, identify “trouble spots” in team; support/address quickly, with assistance as needed.

[ ]  **Manage yourself:**

* Re-clarify your role with the principal & your team if any staffing changes have occurred.
* Ask for regular development on leadership, coaching, & instructional skills; attend MCL professional learning sessions.
* Attend meetings of instructional team of leaders & MCL team; give feedback to strengthen meetings as needed.

**Achieving Instructional Excellence**. *See* [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) *for more detail.* ***By second month of school****, check to ensure that all the following steps are working well, and make changes rapidly when needed:*

[ ]  **Plan ahead & raise sights:** Continue planning high-standards, differentiation-ready lessons, & assessments.

* Schedule team teachers ongoing to complete, edit, or prepare high-standards, differentiated lesson plans.
* Continue improving instructional methods for team to use, conducting research as needed during the year.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate.

* Continue to repeat vision that all students can succeed; build individual relationships; share student learning information with students & families; & motivate everyone to do their best with positive communications.

[ ]  **Establish superior classroom leadership:** Set & follow teamwide routines to focus students on learning.

* Guide team to lead classrooms with a firm yet warm presence; follow norms for student & teacher interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Engage students with ambitious learning goals, instruction for high growth & higher-order thinking, & personalized work. Use digital learning wisely.

* Guide team to aim for ambitious learning goals for each class *and* individual student; engage students deeply.
* Teach lessons aligned with curriculum *and* student needs (“personalized” assignments & student choice).

[ ]  **Monitor student learning data during year:** Assess frequently for mastery & growth; capture data.

* Ensure that team gives planned lesson & unit assessments, with daily in-class checks for understanding.
* Track multiple data points (work review, observation, student view); summarize student mastery & growth.

[ ]  **Adjust instruction to meet each student’s needs:** Adjust teaching methods, work difficulty, & assignments.

* Lead analysis of student data to identify individual & class needs—patterns, trends, & root causes of learning.
* Collaborate with team to improve instruction fast for mastery & growth; research interventions as needed.

🞎 Regroup students 🞎 Reorganize instructional time usage

🞎 Coach or co-teach with team teachers 🞎 Reteach specific lessons as needed according to data

🞎 Change assignments to individualize 🞎 Give advanced work to students easily achieving mastery

[ ]  **Share data with students & families about student growth vs. goals** students help set: Engage students!

* Ensure that team continues leading students to set own goals, track growth, & make choices to meet goals.

**Improving with Data.** *Lead team to:*

[ ]  Review all steps above and identify needed changes; discard actions not leading to improved student learning.

**Fall (Beginning of School–November)**

***Notes and Additional Tasks***

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| --- | --- | --- | --- |
| **Additional Task To Do or Ask Others To Do**  | **By Whom** | **By When** | **Notes / Resources** |
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Other notes:

**Winter (December–February)**

**Communication**

[ ] Re-communicate to team, parents, and students: team vision & goals; roles & schedule. Re-clarify if changes occur.

[ ] Celebrate additional successes/progress with team, students, & parents to build momentum!

**Leading a Team**

[ ]  **Launch & lead:** Follow action plan, schedule, [agendas](https://www.opportunityculture.org/wp-content/uploads/2023/09/MCL_Team_Meeting_Sample_Agendas-Public_Impact.docx) for team’s work; review, adjust vision, goals, roles, steps as needed.

[ ]  **Build cohesion:** Continue to build relationships, collaborate, address challenges, & celebrate success.

[ ]  **Support & develop:** Continue as planned to co-teach, model, coach, observe, & give feedback.

* + - Hold continued 1-on-1 coaching meetings with each teacher; continue to give feedback frequently.
		- Ensure feedback continues to be given consistently & promptly.
		- Continue to execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for team teachers; & to ensure attendance at key trainings.
	+ By February, re-check for new “trouble spots” in team; support/address quickly, with assistance as needed.
	+ With principal, identify teachers ready to advance & OC role to match, to retain & extend their reach.

[ ]  **Manage yourself:**

* Re-clarify your role with the principal & your team if any staffing changes have occurred.
* Ask for regular development on leadership, coaching, & instructional skills; attend MCL PD sessions.
* Attend team meetings of instructional leaders & MCLs; give feedback to strengthen meetings as needed.

**Achieving Instructional Excellence**. *See* [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) *for more detail.****Continue*** *to:*

[ ]  **Plan ahead & raise sights:** Continue planning high-standards, differentiation-ready lessons, & assessments.

* Schedule team teachers ongoing to complete, edit, or prepare high-standards, differentiated lesson plans.
* Continue improving instructional methods for team to use, conducting research as needed during the year.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate.

* Continue to repeat vision that all students can succeed; build individual relationships; share student learning information with students & families; & motivate everyone to do their best with positive communications.

[ ]  **Establish superior classroom leadership:** Set and follow teamwide routines to focus students on learning.

* Guide team to lead classrooms with a firm yet warm presence; follow norms for student & teacher interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Engage students with ambitious learning goals, instruction for high growth & higher-order thinking, and personalization. Use digital learning wisely.

* Guide team to aim for ambitious learning goals for each class *and* individual student; engage students deeply.
* Teach lessons aligned with curriculum *and* student needs (“personalized” assignments & student choice).

 [ ]  **Monitor student learning data during year:** Assess frequently for mastery & growth; capture data.

* Ensure that team gives planned lesson & unit assessments, with daily in-class checks for understanding.
* Track multiple data points (work review, observation, student view); summarize student mastery & growth.
* Begin to delegate data leadership to develop team (e.g., rotating who leads meetings, when team is ready).

[ ]  **Adjust instruction to meet each student’s needs:** Adjust teaching methods, work difficulty, & assignments.

* Lead analysis of student data to identify individual & class needs—patterns, trends, & root causes of learning.
* Collaborate with team to improve instruction fast for mastery & growth; research interventions, as needed.

🞎 Regroup students 🞎 Reorganize instructional time usage

🞎 Coach or co-teach with team teachers 🞎 Reteach specific lessons as needed according to data

🞎 Change assignments to individualize 🞎 Give advanced work to students easily achieving mastery

[ ]  **Share data with students & families about student growth vs. goals** students help set: Engage students!

* Ensure that team continues leading students to set own goals, track growth, and make choices to meet goals.

**Improving with Data.** *Lead team to:*

[ ] Review all steps above and identify needed changes; discard actions not leading to improved student learning.

**Winter (December–February)**

***Notes and Additional Tasks***

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| --- | --- | --- | --- |
| **Additional Task To Do or Ask Others To Do**  | **By Whom** | **By When** | **Notes / Resources** |
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Other notes:

**Spring (March–June)**

**Communication**

[ ] Communicate with team about progress this year & plans for next year. Use clear, consistent messages with team, students, & parents about how Opportunity Culture has benefitted each group, & where changes are still needed.

[ ] Celebrate additional successes/progress with team, students, & parents to continue the momentum!

**Leading a Team**

[ ]  **Launch & lead:** Follow action plan, schedule, [agendas](https://www.opportunityculture.org/wp-content/uploads/2023/09/MCL_Team_Meeting_Sample_Agendas-Public_Impact.docx) for team’s work; review, adjust vision, goals, roles, steps as needed.

[ ]  **Build cohesion:** Continue to build relationships, collaborate, address challenges, & celebrate success.

[ ]  **Support & develop:** Continue as planned to co-teach, model, coach, observe, & give feedback.

* + - Hold continued 1-on-1 coaching meetings with each teacher; continue to give feedback frequently.
		- Ensure feedback continues to be given consistently & promptly.
		- Continue to execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for team teachers; & to ensure attendance at key trainings.
	+ Focus more on teachers not yet achieving excellent outcomes consistently as final assessments approach.
	+ With principal, identify teachers ready to advance in an OC; identify summer trainings needed for all.

[ ]  **Manage yourself:**

* Ask for regular development on leadership, coaching, & instructional skills; attend MCL PD sessions.
* Request formal feedback (such as a survey) on your team leadership from team at end of year.
* Add available MCL summer training to calendar; consider offering to help the OC district lead plan trainings.
* Attend meetings of instructional team of leaders & MCL team; give feedback to strengthen meetings, as needed.

**Achieving Instructional Excellence**. *See* [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) *for detail.* ***Continue*** *to:*

[ ]  **Plan ahead & raise sights:** Continue planning high-standards, differentiation-ready lessons, & assessments.

* Schedule team teachers ongoing to complete, edit, or prepare high-standards, differentiated lesson plans.
* Continue improving instructional methods for team to use, conducting research as needed during the year.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate.

* Continue to repeat vision that all students can succeed; build individual relationships; share student learning information with students & families; & motivate everyone to do their best with positive communications.

[ ]  **Establish superior classroom leadership:** Set and follow teamwide routines to focus students on learning.

* Guide team to lead classrooms with a firm yet warm presence; follow norms for student & teacher interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Engage students with ambitious learning goals, instruction for high growth and higher-order thinking, & personalization. Use digital learning wisely.

* Guide team to aim for ambitious learning goals for each class *and* individual student; engage students deeply.
* Teach lessons aligned with curriculum *and* student needs (“personalized” assignments & student choice).

[ ]  **Monitor student learning data during year:** Assess frequently for mastery & growth; capture data.

* Ensure that team gives planned lesson & unit assessments, with daily in-class checks for understanding.
* Track multiple data points (work review, observation, student view); summarize student mastery & growth.
* Continue to delegate some data leadership, adding harder planning tasks to develop teachers who excel.

[ ]  **Adjust instruction to meet each student’s needs:** Adjust teaching methods, work difficulty, & assignments.

* Lead analysis of student data to identify individual & class needs—patterns, trends, & root causes of learning.
* Collaborate with team to improve instruction fast for mastery & growth; research interventions as needed.

🞎 Regroup students 🞎 Reorganize instructional time usage

🞎 Coach or co-teach with team teachers 🞎 Reteach specific lessons as needed according to data

🞎 Change assignments to individualize 🞎 Give advanced work to students easily achieving mastery

[ ]  **Share data with students & families about student growth vs. goals** students help set: Engage students!

* Ensure that team continues leading students to set own goals, track growth, & make choices to meet goals.

**Improving with Data.** *Lead team to:*

[ ] Review all steps above and identify changes needed; discard actions not leading to improved student learning.

**Spring (March–June) (continued)**

***Begin Planning for Next Year.***

[ ] Set goals for next year: high annual learning standards & growth goals up to & well beyond standards, aligned with school vision & goals.

***Instructional Excellence Planning****. See* [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) and [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/) *for more detail.* Work with your team, if possible, to establish a plan & routines for your team for next year in the following areas, aligned with school plans:

[ ]  **Plan ahead & raise sights:** Plan high-standards, differentiation-ready curriculum, lessons, & interim assessments.

* Set team interim standards & growth targets, aligned with annual goals & with school across grades/levels.
* Choose engaging instructional methods with differentiation options; conduct research to improve each year.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate.

* Plan to: communicate vision that all students can succeed; build individual relationships; share student learning information; & motivate everyone to do their best with positive communications.

[ ]  **Establish superior classroom leadership:** Set & follow teamwide routines to focus students on learning.

* Plan to help team: lead classrooms with a firm yet warm presence; set norms for student & teacher interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Engage students with ambitious learning goals, instruction for high growth and higher-order thinking, & personalization. Use digital learning wisely.

* Plan to: set ambitious learning goals for each class *and* individual student; prepare lessons aligned with curriculum *and* student needs (“personalization”); & engage students deeply in learning.

[ ]  **Monitor student learning data during year:** Assess frequently for mastery & growth; capture data.

* Plan to: assess learning at start of year; give assessments aligned to each lesson, unit, & annual goal; track data efficiently; collect multiple data points; generate reports; & analyze data for individual & class needs.

[ ]  **Adjust instruction to meet each student’s needs:** Adjust teaching methods, work difficulty, & assignments.

* Plan to: Collaborate with team to improve instruction rapidly for mastery & growth; & research additional interventions aligned to each student’s need as needed.

[ ]  **Share data with students & families about student growth vs. goals** students help set: Engage students!

* Plan to: continuously lead students to set own goals, track own growth, & make choices to meet goals.

**See** [Summer](#Summer) **list** to continue this work and anticipate activities and schedule them in advance.

**Spring (March–June)**

***Notes and Additional Tasks***

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| --- | --- | --- | --- |
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Other notes: