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BREAKTHROUGH

PRINCIPALS

A STEP-BY-STEP GUIDE TO
BUILDING STRONGER SCHOOLS

New Leaders

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ACTION 1: Scope and Sequence

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Articulate a common definition of rigor in order to develop a shared understanding of what rigorous student work looks like in every course and grade. Ensure that curriculum maps clearly recommend pacing and address standards for each grade level and content area. Identify and address gaps between written, taught, and tested curriculum. Lead an analysis of the standards with the instructional leadership team to identify learning targets, curricular activities, and performance tasks that will inform units of study.	Teachers, staff, and students work toward a common definition of rigor aligned to the vision. Scope and sequence are broken into units, and assessments are aligned to grade-level standards as defined by the state assessment or state standards. A curriculum map delineates key ideas, essential questions, and several recommended texts for each unit.
STAGE 2	Analyze the curriculum and standards to ensure vertical alignment of content across all grades and subject areas. Build the capacity of teacher teams to analyze and align standards, curricula, instructional strategies, and assessment tools. Ensure that curriculum teaches students how to use the process of inquiry to solve complex problems. Ensure that interim and formative assessments are aligned to the standards. High school: Intentionally increase the number of opportunities for students to participate in Advanced Placement (AP) and honors-level courses.	Vertical alignment allows users to see how skills connect and scaffold across grade levels. Grade-level and content teams review the standards together to analyze what students need to know to demonstrate mastery of each standard and what students would need to be able to do to demonstrate mastery of a standard. Teams analyze similarities and differences between these expectations and what is currently taught in the curriculum. High school: Admittance policies and entrance criteria for AP and honors classes are reviewed to ensure that all students have access to rigorous content.
STAGE 3	Lead annual review process in which staff collaborate to assess alignment to college readiness standards across grades. Ensure that the curriculum requires students to routinely address and engage with complex integrated problems.	Staff demonstrate a shared understanding of how standards translate to rigorous expectations of student work and ensure that they are defining mastery consistently. Teachers find opportunities to surpass the state standards to require higher levels of learning that will lead to college and career success.

ACTION 2: **Units of Study**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Articulate clear expectations for common planning time, and create standard unit planning and lesson planning templates. Model effective approaches to unit planning, and regularly review unit plans to provide teacher teams with feedback on their plans. Review the curriculum materials to ensure that they are aligned to the curriculum and lesson plans. Create and institute criteria for making judgments about the instructional design of curriculum materials. High school: Offer courses that support the development of 21st Century Skills and dismantle tracking practices that prevent some groups of students from participating in college preparatory classes.	Unit and lesson plans are developed by teacher teams and reviewed on a regular basis. All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments. All materials are examined for clarity of purpose and relevance to students.
STAGE 2	Lead staff in creating high-quality lesson plans that consistently include differentiation, corrective instruction, and formative assessment. Develop the capacity of the instructional leadership team to review unit and lesson plans for alignment and rigor. Lead teachers in planning for curriculum units that align to the state and college-readiness standards, and build their capacity to review and assess lesson quality. Implement common expectations of rigor, and ensure that all staff understand how they apply to specific subject areas. Make certain the curriculum materials match all areas of the curriculum, and ensure access to materials that are culturally relevant for all students.	Systems are in place to ensure that lesson and unit plans are written and reviewed on a set schedule. All unit plans include regular formative assessments of student learning. Teacher teams have deep and frequent conversations about formative student data and strategies to adjust instruction for every student. Students develop the skills to engage in complex problems through a process of inquiry, discovery, and self-questioning to solve complex problems. Grade-level and content-area teams review curriculum materials to ensure that they align with the standards and support the development of critical thinking skills. Unit and lesson plans consistently implement cognitively challenging tasks, and classroom instruction demonstrates connection to students' lives. Systems are in place to ensure that lesson and unit plans are aligned to the scope and sequence.
STAGE 3	Ensure that all curriculum materials include rigorous content and require students to apply knowledge. Ensure that staff are actively looking for connections among content areas.	Staff work to ensure that students know the necessary content to successfully transition from elementary school to middle school and from middle school to high school. Curriculum materials and unit plans are revised quarterly based on student achievement results.

ACTION 1: Classroom Routines and Instructional Strategies

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Identify and teach three to five consistent instructional strategies, classroom procedures, and routines that support student learning. Ensure that every staff member has the skills to implement the identified strategies, procedures and routines. Monitor the implementation of the three to five nonnegotiable procedures and routines. Assess instructional strategies currently being implemented across grades and classrooms for alignment to student needs and standards. Lead schoolwide professional development that focuses on creating meaningful learning experiences that lead to mastery.	Classrooms share some common procedures, routines, and practices. Staff maximize learning by using transition time effectively. All staff participate in schoolwide professional development to learn and practice high-leverage instructional strategies.
STAGE 2	Review and revise procedures and routines based on student learning data. Ensure that staff are identifying strategies that will meet all students' needs and ensure that all students master content. Monitor and make adjustments to the instructional strategies on the basis of student progress. Model effective instructional strategies and provide feedback to teachers about the implementation of instructional strategies.	Instructional time is maximized through consistent and efficient structures for class opening, homework collection, within-class transitions, and formative assessments. New staff and students are introduced to shared procedures and routines. Students lead and facilitate schoolwide practices. Teachers consistently use a variety of instructional strategies to differentiate content based on student learning needs. Students have frequent opportunities to lead through peer teaching. Students understand the ideas specified in the standards and draw on them in a variety of contexts. Students are regularly asked to defend their positions and to debate with others. Classroom instruction builds conceptual understanding, procedural skills, and fluency and gives time for practice and application.
STAGE 3	Monitor and reinforce the routines and practices regularly. Systematically and regularly review the effectiveness of instructional strategies.	All teachers and students implement the schoolwide classroom practices and routines consistently and with quality. Classroom instruction incorporates high-quality experiences of rigorous dialogue and critical thinking skills. Students use problem-solving strategies in a variety of settings.

ACTION 1: **Identifying Data Sources and Assessments**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Determine the most important student learning data points, including attendance and discipline, that will drive decisions, and use those data to make decisions. Ensure that staff are looking at multiple measures to assess student progress, including informal checks for understanding and performance tasks. Implement an ongoing common interim assessment cycle and ensure a quick (forty-eight-hour) turnaround of data so that leading data trends and gaps in learning are used to guide decisions. Analyze interim assessments for alignment to state standards and written curriculum; if interim assessments are not available, pick or develop an assessment that is aligned with state standards and written curriculum. High school: Build initial systems to track attendance, grades, and credit earning for secondary students to identify early off-track warning signs.	Interim assessments are given three to four times per year to determine if students learned what was taught, and time for corrective instruction is built into the scope and sequence. High school: Performance of secondary students is tracked closely throughout the school year to ensure that they remain on track to graduate in four years. Every teacher differentiates instruction or reteaches key concepts on the basis of formative student achievement data.
STAGE 2	Train staff in the effective development of rigorous performance tasks that should be created to truly assess mastery, particularly against the state and college-readiness standards. Set the expectation, and provide time for teachers to develop larger projects and rubrics for assessing mastery.	Interim assessments are aligned to college-readiness standards. In addition to regular interim assessments, teachers use multiple assessments to inform instruction and guide corrective instruction.
STAGE 3	Make every instructional and student support decision using evidence of student progress. Hold teachers accountable for knowing how their students are progressing. Carefully select assessment items to align to the level of cognitive rigor associated with a given learning target or standard.	Teachers track the learning of every student using multiple measures to determine individualized student goals and plans. High school: School staff review college acceptance, matriculation, persistence, and graduation data to improve schoolwide learning and teaching, culture, and college supports.

ACTION 2: **Data Analysis and Action Planning**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Hold regular meetings with teacher teams to review student work and other forms of student-level data. Explicitly link conversations about assessment to conversations about how to change instructional practice.	Teachers review assessments at the beginning of each interim assessment cycle and use evidence to predict student performance. Student data are consistently used as the basis for decisions around instruction and adult professional learning. Staff have data on the achievement gap in their school and use those data to intentionally prioritize closing the gap.
STAGE 2	Develop and support staff ability to analyze data and use those data to identify and prioritize student needs, guide student grouping, and design corrective instruction strategies. Provide evidence of progress and student work toward an established goal when giving feedback to staff. Create action plans for whole school professional development with and for teachers in order to address any learning gaps that exist across classrooms. Observe and provide feedback on corrective instruction to support effective use of data.	A continuous data review process is in place (including aligning assessments, analyzing interim and formative assessments, and taking action based on results through corrective instruction and other strategies) to ensure that student misconceptions are addressed through instruction and students learn taught material. The instructional leadership team reviews disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teacher teams frequently analyze data for root causes; on the basis of this analysis, students are regrouped and targeted, and the curricular scope and sequence is revisited throughout the school year. Instructional decisions throughout the year, including student grouping/differentiation and interventions, are based on interim, daily, and weekly formative assessments.
STAGE 3	Implement a comprehensive student assessment process that creates common expectations for corrective instruction action planning. Hold teachers accountable for using multiple sources of student learning data during common planning, classroom observations, and observation debriefings.	Teachers use a corrective instruction action planning process to identify trends in student misconceptions, identify why students may not have learned the concept, and plan to create a revised approach to instruction and assessment using the data. Teacher teams have deep and frequent conversations about formative student data and about strategies to adjust instruction for every student.

ACTION 3: **Feedback on Progress**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE **1**	Create expectations for assessing progress toward proficiency and specified actions. Build a practice whereby students are given frequent feedback on their work, including clearly outlined areas for improvement. Establish grading practices and summative judgments that align to learning targets.	Staff understand criteria for mastery of specific tasks. Summative assessments and grades are given after multiple rounds of feedback.
STAGE **2**	Define and implement a feedback policy that focuses on specific criteria for success. Require teachers to separate the consequences for missing time or work from the assessment of mastery or progress toward goals. Implement a standards-based grading policy characterized by the attainment of learning targets.	Expectations are consistent and known by all. Feedback is specific and helps students understand and correct their mistakes and misconceptions. Summative assessments and grades use multiple measures to assess student progress. Students track their own goals and progress data, know their current level of proficiency, and receive frequent feedback on their performance and on areas of improvement.
STAGE **3**	Build interrater reliability so that assessment of student work and student progress is consistent across classrooms. Create systems to make daily or weekly grades visible to families.	There is interrater reliability across classrooms. Students are assessed for what they know and are able to demonstrate. Students and families can continually monitor progress using an online grading system.

ACTION 1: **Interventions and Accelerations**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Articulate a system of interventions that include classroom-based practices and strategies that all teachers implement. Identify the lowest-performing students, and create plans to support them. Allot extra time in the school day for core subjects for all students not yet achieving at grade level (e.g., creating two literacy periods—one to teach at grade level and one to teach developing skills for those not on grade level). Dismantle any adult or student beliefs that students who excel will fit a specific gender, race, or socioeconomic profile. Ensure that teachers and teacher teams plan for the learning needs of students who are performing at the proficient and advanced levels.	Rapid interventions target groups of students who have significant learning gaps or who lack key foundational skills. Individualized education plans are clearly written and identify multiple strategies that are closely followed. Students who are in danger of failing a course receive interventions immediately upon the first warning sign; services are provided prior to any failure. Teachers include acceleration opportunities for all students in most lessons.
STAGE 2	Continue to develop an explicit range of interventions. Create a process for the development of an individual plan for every student in your school, addressing interventions. Provide students who need additional supports with required interventions. Ensure teachers and teacher teams create lessons and units that facilitate the original thinking of all learners. Lead sessions to develop and implement strength-based accelerations for students who mastered content. Provide enrichment activities to students above grade level.	A student tracking system is in place that uses assessment information, course grades, teacher referrals, and attendance to track each student and his or her intensity and schedule of interventions. Students not making progress at the anticipated pace are given extra support in class; differentiation is implemented in every classroom. Teachers consistently differentiate lessons to include parallel experiences for students who have previously learned or mastered content. Students who master content and complete work quickly are not asked to complete additional work repeating the skill and are not penalized with heavier workloads than their peers.
STAGE 3	Identify effective and aligned community resources to increase time and talent dedicated to system interventions (e.g., college student tutors, parent support, resources and space provided by local businesses). Build consistency with teachers and teacher teams on how and when to adjust pacing.	School staff and leaders engage students in the creation and implementation of their intervention. Regular classroom instruction identifies and addresses varied student needs and includes prevention and scaffolding to reduce the need for additional interventions. Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress. Teachers work with students to modify pacing to ensure that students who master content more quickly are able to accelerate their exploration of a concept. When they have completed required tasks, all students are given opportunities to pursue independent projects based on their individual interests.

LEVER 1: ALIGNED CURRICULUM

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Scope and Sequence		
Action 2: Units of Study		

LEVER 2: CLASSROOM PRACTICES AND INSTRUCTION

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Classroom Routines and Instructional Strategies		

LEVER 3: DATA

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Identifying Data Sources and Assessments		
Action 2: Data Analysis and Action Planning		
Action 3: Feedback on Progress		

LEVER 4: STUDENT-CENTERED DIFFERENTIATION

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Interventions and Accelerations		

LEARNING AND TEACHING PRIORITIES

ACTION 1: **Vision, Mission, and Values**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Collaborate with aligned staff members to create (or revise) a compelling and aligned vision, mission, and set of values focused on college success factors. Scaffold the communication of the vision, mission, and values in phases that staff can digest. Create ongoing structures and opportunities for adults and students to reinforce the values and behaviors.	The leadership team and/or a small group of leaders demonstrate alignment to and support for the school mission, vision, and values. The vision, mission, and values are informed by students and staff. The values include some variant of these: • Every student can and will be ready to succeed in college. • Consistent effort, not innate ability, leads to success. • Adults and students share ownership for student success. School staff members share a common understanding of vision, mission, and values in practice; can describe the vision and the mission; and can explain how they are present in the daily life of the school.
STAGE 2	Establish systems to consistently review and revise the vision, mission, and values with a broad group of stakeholders. Ensure that the values promote successful social-emotional skills, such as resilience, self-awareness, and optimism, that will help students succeed in college. Explicitly link academic success in school to consistent effort.	The leadership team translates the vision and mission of the school into a step-by-step school improvement plan. The leadership team owns the communication and modeling of the vision, mission, and values of the school. Stakeholders are deeply involved in the process of refinement and revision of the vision, mission, and values.
STAGE 3	Benchmark success against other high-performing schools (conduct visits) to evaluate and refine the vision, mission, and values. Put systems in place that will maintain a focus on attaining the vision.	Staff rely on vision, mission, and values for all major decisions and planning. Staff compare data to goals set in the vision and mission. Staff on a regular basis reflect on whether their actions and decisions are congruent with the school's values. Students drive school direction in alignment with the school vision and mission.

ACTION 2: **Behavioral Expectations**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Describe how staff and students can enact the vision and mission through specific behaviors. Articulate and model the importance of social-emotional and social responsibility skills and their connections to student success in school, college, and life. Build a school-level system of rewards and consequences that result from specific behaviors. Create an accountability system so that all infractions are addressed in a consistent manner, and hold staff responsible for consistently implementing rewards and consequences with all students, not only those they directly teach. Ensure that adults know how behavioral expectations translate to all parts of the school day, including opening of day, lunchtime, and class transitions.	There are multiple formal structures through which school values and expected behaviors are taught and reinforced; daily rewards and consequences are published and shared widely. Student social-emotional and social responsibility skills are included and explicitly named in the expectations of behavior. All members of the school community use common language to describe the school values and share a common understanding of expected behaviors. Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect the values. All staff are taught and reinforce behavioral expectations while implementing the system of rewards and consequences.
STAGE 2	Establish age- and developmentally appropriate behavioral expectations. Create structures to implement frequent teaching and reinforcing of behaviors. Expose staff continually to grade- and age-appropriate behaviors and supports. Use multiple forms of student data, including disaggregated discipline data, attendance, participation in activities, and who is publicly celebrated, to monitor and measure adoption of behaviors. Create structures and opportunities for students to teach other students and serve as role models. Develop the school's capacity to respond to students' behavioral and social-emotional needs in developmentally appropriate ways.	Induction systems are in place for new and returning staff, students, families, and communities. Adults use teachable moments and find time to reinforce and teach behaviors. Students who live the behaviors are given additional freedoms and demonstrate high levels of personal responsibility in social and academic settings. Staff consistently implement the discipline system and reinforce the established behavioral expectations. Social responsibility skills (service to others) are taught to all students. Systems are in place to review the number of referrals and analyze them to identify patterns or trends in referral data. Disaggregated referral data are regularly reviewed to ensure that consequences are not meted out differently based on race, class, or ethnicity.
STAGE 3	Build student capacity and experience in teaching the values and behaviors to others and for holding one another accountable for living them. Implement structures for peer mediation where students serve as the role models for one another.	Students have a clear and consistent role in teaching behaviors to new and younger students. Students energize their peers and focus on achievement. Students hold one another accountable for living by the expectations for student behavior. Students mediate moments of conflict within the school.

ACTION 3: **Adult and Student Efficacy**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create opportunities for students and staff to observe schools with similar populations of students succeeding. Teach adults how to support and teach effective-effort strategies. Shape the environment to make explicit links between student aspirations, effort, and achievement (e.g., publicly displayed school symbols and rituals). Model and create a system through which staff and students develop and track short- and long-term goals. Provide opportunities for adults to receive feedback, and track their improvement.	Clear messages about effort leading to near- and long-term success are visible and vocalized by all. College and career aspirations are a visible part of students' everyday experience in the school. All students engage in a college-going and career development process that includes setting short- and long-term learning goals and college and career goals. Students have opportunities to experience mastery in multiple settings to reinforce their sense that they can achieve.
STAGE 2	Create conditions where students are able to take intellectual risks, make mistakes, and analyze the impact of their actions. Create college and career access experiences for all students. Set expectations that all teachers will develop mastery experiences for their students to build student efficacy.	Students have multiple opportunities to make decisions about their learning experiences. Students and staff develop short- and long-term goals and strategies for how they will attain their goals. Students and staff value feedback and view it as an integral part of their learning. Students engage in rich college-going and career access experiences. High school: Dedicated staff are in place to help students understand the college admissions process (research colleges, apply to college, and apply for financial aid and scholarships).
STAGE 3	Celebrate staff and students who persist in the face of challenges and adversity.	Students and staff energize their peers by making public their progress toward goals. Students and staff do not give up when faced with adversity. Students and staff see challenges as part of the learning process and seek help when they need it.

ACTION 4: **Social-Emotional Learning Skills and Supports**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Ensure that all teachers have some training and support in teaching social-emotional skills. Create a pyramid of behavioral interventions that mirrors the academic intervention pyramid with social-emotional development support. Design and implement systems to gather positive and negative data on school culture and behavior. Establish a basic system of identifying students who need more interventions or additional supports. Create a student intervention team to support students in crisis.	Teachers encourage all students to name their emotions and find appropriate ways to manage stress and pressure. Students begin to practice describing their emotions and to manage their behavior even when they are upset. Data systems exist to track all discipline referrals and interventions. Data are used to identify structural issues that need to be addressed (e.g., transitions that consistently cause problems, times of day that are problems for students). Teacher team structures exist to identify students with significant behavioral and learning challenges.
STAGE 2	Create a highly effective and efficient pyramid of social-emotional interventions and additional supports (including wraparound services for the students with the most significant needs) and ensure that mental health support is provided to students in need of additional supports. Lead conversations with staff about social-emotional development and defusing challenging situations. Ensure that all adults are trained to identify and support students in need of nonclassroom-based supports. Monitor data to ensure that no child is invisible and that every student has access to supports within and beyond the school.	Students demonstrate empathy toward others, resist negative social pressure, make ethical decisions, and exhibit respect. Crisis intervention teams train and support all adults to learn how to support students in crisis. Students in crisis are referred and receive their first intervention within forty-eight hours. All staff receive professional development on how to implement the social-emotional and career skills curriculum.
STAGE 3	Weave social-emotional learning and personal development into the academic program so that students, staff, and families recognize how these skills support academic achievement. Ensure that interventions support academic, social, and emotional needs for all students. Use proactive strategies to support students' and staff members' emotional well-being.	Students can analyze how their thoughts and emotions affect their decision making and behavior and can use that knowledge to make informed choices. Students who are at risk are identified prior to incident and receive additional supports. Multiple members of the staff have the skills to serve on the crisis intervention team. Students implement strategies to work in teams, manage time and projects, and make responsible decisions.

ACTION 1: **Supportive Adult-Student Relationships**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create time, structures, and processes for adults to build strong relationships with students. Design a plan for every student to have at least one one-to-one caring adult relationship in the building. Create structures to facilitate adults' developing the skills to provide authentic care for students.	Every student has at least one adult who checks in with her regularly to provide support and who knows all aspects of her academic and behavioral progress to date. Staff members have a profile for every one of their students that includes the student's strength and growth areas. Middle and high school: Staff and students meet on a regular daily or weekly basis to explore academic and nonacademic topics.
STAGE 2	Create teacher team structures that look at the whole student, not just his or her results in a particular content area. Organize the student community into cohorts with supporting rituals and routines that build positive cohort identity and foster strong relationships among and between students and adults.	Adults take responsibility to support each student's overall academic and social success. All staff feel comfortable reinforcing behavioral expectations and supporting students and school spaces beyond their own classrooms.
STAGE 3	Create times and structures for adults across content areas to discuss students' performance and behavior in multiple settings. Provide space for adults to talk about the social-emotional needs of students. Facilitate cohort and grade relationships among students to support student learning.	All students are known well by multiple adults. Adults meet frequently to identify individual student needs and work together to support and monitor individual student progress, behavior, and social-emotional development. Staff lead culture-building activities with students and with parents and families.

ACTION 2: **Cultural Competency and Diversity**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Share a focus on bringing equitable practices to the school community and hold cultural competence to be an important part of the school's culture. Provide formal and informal professional development to teachers and staff to improve their understanding of how their own worldviews inform their interpretation of the world. Create opportunities for staff to learn about and experience the community surrounding the school. Address and correct moments of cultural incompetence and challenge.	Teachers seek to understand how other individuals (adults and students) experience the world while not making assumptions about them based on visible characteristics. Data are disaggregated, and existing systems and structures are reviewed to ensure that traditionally underserved and underperforming students are not being treated unfairly.
STAGE 2	Lead conversations with staff about inequities and about honoring diversity. Lead teachers through a process to identify students' strengths and assets. Use moments of cultural incompetence as part of ongoing conversations.	The school community values and promotes the cultural values of students and parents. Staff take responsibility for knowing each student's cultural background, assets, and growth areas.
STAGE 3	Build staff capacity to lead and create culture-building activities. Mobilize and galvanize the community to interrupt social inequities in the school and beyond.	Pedagogy is culturally and developmentally responsive and relevant. Teachers use culturally competent language and demonstrate knowledge of students' development. Staff consistently interrupt systems and structures that promote inequity within the school. Staff are aware of what to do to be effective in cross-cultural situations. Staff make learning about other cultural groups an ongoing part of the school's curriculum.

ACTION 3: **Student Voice**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create systems and processes to gather student input and build opportunities for student voice.	Students have opportunities to contribute ideas for school improvement. Students use their voice to express their feelings and ideas in ways that are appropriate in the school settings.
STAGE 2	Create structures and developmental opportunities for children to show leadership voice (e.g., student council, student peer review board). Build the capacity for staff to support student leadership.	Students know how to respectfully challenge adults and others in a way that allows their voices to be heard. Students are frequently recognized for their contributions to the school community. Students have multiple opportunities to contribute to school practices and decision making about their learning experiences. Students identify and challenge injustices within the school and in the community (e.g., advocating on behalf of others). Students are invited to express their feelings and ideas about how to improve their experiences in school and attain their goals.
STAGE 3	Create opportunities for students of all ages to manage projects and make decisions.	Students analyze data to inform and lead change. Students take a systems approach to address injustices in the school and the larger community.

ACTION 1: **Involving Family and Community**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create a flexible engagement strategy that values multiple types of family and community interactions. Develop and implement short- and long-term plans for family and community engagement tailored to the school and community context. Identify two or three schoolwide practices to engage families based on an analysis of the community's need.	The leadership team builds awareness of biases about what family is and what family engagement means. At least one person, in addition to the principal, is designated as a lead in family and community engagement work. Systems are in place that engage families on a daily, weekly, and monthly basis about their child's performance (both positive and negative).
STAGE 2	Train the staff on how to engage with families and community members respectfully and effectively. Create multiple opportunities for engagement to ensure that interactions do not feel hierarchical to families or community members. Track and analyze whether all families are engaging in positive two-way exchanges.	Families are actively involved in key moments of student learning. Multiple communication strategies with families are integrated into teacher roles and responsibilities. Family and community engagement data are reviewed regularly, and plans are adapted as needed.
STAGE 3	Gather and evaluate data from families and community members about the quality of engagement. Provide ongoing and relevant training and supports for community members and families to support and foster high levels of engagement.	Families are viewed by all faculty and staff as critical partners in each student's academic and personal development. Staff members take collective responsibility to engage families and the community.

LEVER 1: SHARED MISSION AND VALUES

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Vision, Mission, and Values		
Action 2: Behavioral Expectations		
Action 3: Adult and Student Efficacy		
Action 4: Social-Emotional Learning Skills and Supports		

LEVER 2: RELATIONSHIPS

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Supportive Adult-Student Relationships		
Action 2: Cultural Competency and Diversity		
Action 3: Student Voice		

LEVER 3: FAMILY AND COMMUNITY ENGAGEMENT

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Involving Family and Community		

SCHOOL CULTURE PRIORITIES

ACTION 1: **Recruitment**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Assess and expand recruiting sources beyond the traditional district candidate pool by reaching out to partner programs, universities, and other available venues. Hire as early as possible when vacancies are known. Develop materials that present the school as an attractive place to work.	Recruitment efforts cast a wide net for candidates outside of traditional venues.
STAGE 2	Recruit for diverse expertise; build networks with traditional and nontraditional teacher sources by reaching out to local universities, partnering with human resources, and asking teachers to tap into their networks. Engage leadership team members in networking to potential staff members at every opportunity.	The school maintains an ongoing, active recruitment network outside standard district resources. Leadership team members identify many sources for high-quality recruits. School branding materials and a website are easily accessible and inspire the right staff to apply by sharing key messages about the vision and mission of the school and its hiring processes.
STAGE 3	Identify vacancies early by working with the leadership team to identify staff who are likely to transition. Partner with the central human resources team to identify talent for hard-to-fill vacancies.	Teachers routinely attend hiring fairs and events and tap their own networks to recruit staff.

ACTION 2: **Selection and Hiring**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Develop clear selection criteria and a consistent process for selection, including how all decisions will be made. Select teachers who have demonstrated content knowledge, share a belief in the potential of all students, and are willing to learn and develop. Implement application and interview protocols to rigorously screen prospective teachers for the belief that all students can reach college and for commitment to student learning, not just to teaching their content area.	Clear selection criteria, protocols, and hiring and induction processes are in place. An appropriate number of staff members are certified according to state and district guidelines, including for English language learners and special education services.
STAGE 2	Include demonstration lessons and formal interviews with teachers, families, and students (where appropriate) as part of the staff selection process. Organize ongoing professional development for all staff participating in hiring teachers in order to develop a common vision of the skills and behaviors of a strong candidate. Develop leadership team members' capacity to manage the selection process.	Multiple staff members participate in multiple aspects of the hiring and selection process and are part of the hiring team. Selected candidates demonstrate a willingness to explore and deepen their understandings of students' cultures.
STAGE 3	Set expectations with leadership team members for how responsibilities will be divided, and task them with leading the hiring and selection process.	The selection process is managed by the leadership team and includes the input of the other key stakeholders (e.g., students, family members, and other members of the community). Multiple stakeholders, including students and community members, have the opportunity to participate in the hiring process.

ACTION 3: **Staff Assignment**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Assess staff skills, and place teachers in grade levels and content areas on the basis of their skills, qualifications, and demonstrated effectiveness.	Strengths, not tenure or other considerations, are used to determine teacher placement. Strongest teachers are placed with lowest-performing students and in grades that have proven to have long-term impact on student success and retention.
STAGE 2	Identify, from among the current staff, effective teachers who have demonstrated high leadership potential, and recruit them to grade-level and department leadership. Balance grade and content teams to ensure that more experienced and effective teachers are mentoring and supporting less experienced teachers.	Grade-level and content-area teams have strong leadership. Teams comprise staff with a mix of experience, strengths, and tenure at the school.
STAGE 3	Assess needs and strategically deploy people based on skill and need, even if that means moving teachers from grades they have taught in the past. Formally leverage the strongest teachers to build the capacity of others. Develop contingency plans for open positions that include providing additional supports to remaining teachers and strategies to support long-term substitutes.	Highly effective teachers are asked to formally develop and support teachers on their teams who are not as strong. Long-term substitutes or staff who are taking on additional responsibilities to provide coverage when there is a vacancy are supported while being held to high standards.

ACTION 4: **Induction**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE **1**	Create induction processes for new staff at the time of placement in order to share expectations, the school's cultural, processes, and procedures.	The school has intensive induction and mentoring processes for new staff.
STAGE **2**	At the start of every school year, lead returning staff through some parts of the induction process to remind them of the school's key goals and expectations for improving student achievement. Partner with the leadership team to plan and revise induction activities based on their effectiveness in past years.	The induction system is ongoing and touches all staff throughout the school year to maintain a common vision for the school. Induction activities are viewed as positive culture-building moments.
STAGE **3**	Assess the impact of induction activities to improve on the induction process and ensure that induction has a positive effect on staff performance and feeling about the school.	Multiple staff members have a role in leading induction activities for new and returning staff. Interim staff members participate in a modified induction process to ensure that all adults share similar expectations.

ACTION 1: **Instructional Leadership Team Roles, Expectations, and Supports**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Define the roles and responsibilities for the instructional leadership team: supporting and leading teacher team meetings, leading data-driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations. Assess the alignment of the current instructional leadership team members to the school's vision, mission, approach to instruction, and culture, and take immediate steps to remove or replace any members who are unwilling or unable to carry out the current expectations. Model effective team meeting protocols and processes for looking at student outcomes and planning responsive strategies. Create monitoring systems to track the work of instructional leadership team members and their teams, looking at consistency and quality of implementation. Ensure that the processes and roles of the instructional leadership team are clear to all members of the staff.	Instructional leadership team roles and responsibilities are clear and transparent. Identified instructional leadership team members have an individualized development plan based on their strength and growth areas. Instructional leadership team members take part in regular learning walks during which they are looking for the implementation of specific practices. Instructional leadership team meetings focus on student work and formative data. Staff understand the roles and responsibilities of the instructional leadership team.
STAGE 2	Design year-long professional learning for the instructional leadership team members to build consistency in their assessment of teacher practice. Build capacity of instructional leadership team members to conduct observations and provide effective feedback. Develop reporting systems so that instructional leadership team members can share feedback, input, and concerns of the teams they are leading. Create clarity around decision making, especially letting staff know when a decision will be yours or made by consensus. Develop a succession plan for essential roles on the instructional leadership team.	The instructional leadership team consistently models and enforces schoolwide philosophy, core values, responsibility, and efficacy. Instructional leadership team members conduct observations and provide effective coaching and feedback. Instructional leadership team members have clear and consistent ways in which to share the concerns, challenges, and successes of the teams they are leading. Instructional leadership team members use consistent protocols and processes to lead their departmental or grade-level teams.
STAGE 3	Build systems for distributed leadership through which members of the instructional leadership team manage specific initiatives and grade-level teams or departments. Expand the roles of the instructional leadership team to include teacher evaluation (when policy allows). Provide instructional leadership team members opportunities for additional autonomy to manage projects and teams.	Instructional leadership is provided by multiple instructional leadership team members using consistent protocols and processes and a relentless focus on data. Instructional leadership team members successfully lead autonomous projects.

ACTION 2: Teacher Leadership

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Name and describe career pathways that teachers and non-instructional staff can pursue in their current roles and, more broadly, within the school and the district. Provide leadership opportunities and support for leadership roles for highly skilled staff who demonstrate a commitment to the school vision and priorities. Select effective teachers who share values, beliefs, and commitment for key positions on the instructional leadership team.	Teachers begin to participate in regular development opportunities to build their leadership capacity. Teachers begin to facilitate professional development for others to gain leadership experience. Aligned and skilled teachers are identified and developed as leaders in their classrooms, in their grade-level teams, or on the instructional leadership team.
STAGE 2	Identify midlevel and high-performing teachers for development and leadership opportunities. Track retention rates of effective teachers to identify trends and patterns. Inspire effective teachers to stay in their roles by providing positive feedback for high-quality work and selecting them for school-level leadership opportunities.	Teachers are encouraged to create new leadership opportunities if they see a gap or an area for development. All teachers have opportunities to stretch their leadership skills with supports and parameters appropriate to their current level of expertise. High-performing teachers are given multiple opportunities to develop and demonstrate their own leadership. Teachers regularly design and lead professional learning activities as part of their leadership development.
STAGE 3	Encourage teachers to participate in high-quality self-reflection and action research activities (e.g., National Board certification, advanced degree programs) that continue to build their expertise.	Staff members proactively assume leadership roles. To the greatest extent possible, retention of teachers and recommendations for leadership are determined on the basis of demonstrated effectiveness as measured by student learning. Highest-skilled and fully aligned teachers receive substantial leadership opportunities and are supported in taking on these roles (even to the point of leaving the school to become leaders in other schools if necessary for their continued development). Structures are in place to support teacher retention by creating opportunities for growth and development.

ACTION 1: **Performance Expectations**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Set and share performance expectations aligned to schoolwide goals and school priorities for each staff member. Ensure that each staff member is aware of the standards and metrics against which his or her performance will be assessed. Explore and build the common language of the teacher evaluation system by exploring the concepts and rubrics at the school level. Share all key components of the performance management cycle, including individual goal and target setting, formal observations, midyear reviews, and final summative evaluations.	Performance expectations are clear, and they match the job responsibilities and design. The performance management schedule, calendar, and sequence are transparent.
STAGE 2	Differentiate targets for each grade and subject area based on historical performance data for that grade, as well as for the incoming cohort of students.	The performance management system includes team and individual goals for each staff member that align to the schoolwide goals and priorities.
STAGE 3	Individualize the performance management system for each staff member, including: • Individual student achievement targets. • Individual performance goals. • System for consistent monitoring and follow-up on improvement.	Every adult in the school is aligned to high achievement goals and understands his or her specific role.

ACTION 2: **Observation and Actionable Feedback**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create an observation protocol for walk-throughs, which are done frequently with schoolwide foci. Find creative ways (sticky notes, e-mail) to give feedback on progress with nonnegotiable instructional practices, including discussions of specific student work and data.	The instructional leadership team begins conducting staff observations. Teachers receive concrete and actionable feedback within forty-eight hours of an observation or walk-through. All staff are observed, at least briefly, on a weekly basis, with a focus on schoolwide-consistent routines and schoolwide priorities for improvement. Every classroom is visited for five to ten minutes at least two to three times each week as part of ongoing learning walks.
STAGE 2	Create systems and schedules for conducting frequent, brief, and differentiated observations by members of the instructional leadership team on the basis of teacher need. Provide regular feedback and/or have systems in place so that staff receive feedback from a member of the instructional leadership team. Use analyses of student learning outcomes to update observation protocols.	An expanded group of school leaders engages in observations and provides feedback based on a consistent protocol and set of expectations. Instructional leaders review lesson plans for evidence of corrective instruction and spiraling. Instructional leadership team members provide frequent observations and feedback to staff on instructional practices and handling of student conduct concerns, with follow-up to ensure improvement.
STAGE 3	Expand observation protocol and practice to include consistent schoolwide expectations, individual teacher development areas, and study of specific student subgroups as identified by data. Implement a system for offering consistent support and follow-up to gauge improvement that includes formal and informal feedback from members of the leadership team, master teachers, and other school leaders. Feedback is based on school goals, schoolwide nonnegotiable goals, and teacher-generated goals.	The observation protocol and practice include consistent schoolwide expectations, individual teacher development areas, and study of specific student subgroups as identified by data. All new teachers and teachers with specific development needs are mentored by highly skilled peers. Peers are able to provide ongoing feedback to one another on learning walks and interclassroom visits.

ACTION 3: **Monitoring Implementation**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Ensure consistent implementation of nonnegotiable instructional strategies by comparing lesson plans to what is occurring in classrooms. Become a constant presence in the classrooms of staff identified as not aligned with school's core values and/or unskilled and unwilling or unable to develop, and develop a plan to counsel out or remove them through existing formal processes. Once expectations are established, conduct a staff inventory that determines staff member skill (certifications, tenure, commendations) and will to improve, as well as any disciplinary actions. Conduct a series of preliminary observations and conversations with each staff member to assess his or her strengths and weaknesses to determine the most effective supports.	Nonaligned or poorly performing staff are closely monitored through additional reviews of work and observations. Staff who are identified as less skilled are provided with ongoing support and are prioritized for more frequent observation. Nonaligned staff are identified, and if they do not make improvements, they are counseled out or, where necessary, removed through existing formal processes.
STAGE 2	Hold teachers accountable for student learning, including displaying student work during classroom observations and referencing student data during teacher debriefing. Support struggling teachers with specific improvement plans that focus on what steps they will take to improve their performance. Prioritize support for teachers with clear development needs, including full lesson observations and peer mentoring. Use teacher assessment data and student performance data to determine teacher development activities. Assign instructional leadership team members to work with specific sets of teachers on the basis of their skills and areas of growth.	Leadership team members monitor teachers through observations and review of data and student work. Struggling staff are put on specific performance improvement plans that address their specific needs. Each teacher is involved in differentiated support activities that match his or her areas of growth.
STAGE 3	Track and monitor staff review data to ensure that monitoring is occurring and that individual staff interventions are effective.	Staff demonstrate consistent high-quality practices for instruction and student and staff culture. Developing staff are taking rapid action to close the gap between current practice and expectations for quality practice.

ACTION 4: **Performance Evaluation**

	PRINCIPAL ACTIONS	**SCHOOL ACTIONS**
STAGE 1	Compile multiple data sources to assess teacher practice. Have a second reviewer analyze evidence for teachers approaching tenure.	A performance management system is in place, and end-of-year ratings are based on documented evidence from multiple sources. Tenure decisions are reviewed to ensure that the teacher meets expectations for teaching skill belief in student potential, alignment to school core values, and willingness to learn and develop.
STAGE 2	Model for leadership team members who participate in evaluation how to assess multiple data points to come to a practice rating that is based on evidence rather than judgments. Identify and move out the severely mediocre and poor teachers.	Staff have ongoing conversations with members of the leadership team about their performance. Underperforming staff are put on improvement plans with appropriate supports. Staff who are voluntarily transitioning from the school are invited to participate in an exit interview to improve retention.
STAGE 3	Use effective processes for managing underperforming staff, including learning specific district-approved practices for human resources management (e.g., specific union regulations and time lines).	Summative evaluation is seen as a cumulative moment of feedback rather than a snapshot because staff receive frequent feedback about their performance and are given ample notice and opportunity to improve as needed.

ACTION 1: **Ongoing Professional Learning**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Design a comprehensive professional learning plan and calendar aligned to school goals and trends observed in learning walks. Directly engage in development sessions as leader/facilitator or active participant; set clear expectations for implementation of presented practices and strategies, and monitor their implementation and use. Identify classrooms and schools that demonstrate strong instructional programs and results; target them for staff visits and reflection.	The school has a clear professional learning calendar of topics aligned to established school expectations. Professional development for all staff focuses on schoolwide instructional nonnegotiable goals; aligned, rigorous curriculum mapping; and consistent implementation of instructional strategies. The professional learning plan includes cycles of lesson observations, large group training sessions, teacher-team meetings, and coaching and mentoring for individual staff. Teachers participate in regular development opportunities that seek to build their capacity.
STAGE 2	Develop a clear plan for adult learning across the school that aligns areas for whole-school improvement, teacher team areas of focus, and individual development priorities. Create structures for job-embedded collaborative learning: professional learning communities, protected time for grade-level and content-area planning, and protocols for systematic examination of practice.	Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals; it occurs during the school day and includes teacher-team meetings and peer visits. All new teachers and all teachers with specific development needs are mentored by highly skilled peers.
STAGE 3	Structure professional learning around compelling student data. Provide individual teachers and teacher teams access to new research and other developmental resources geared to identified development needs. Create individual development plans and focus areas for each teacher.	Professional development is job embedded and directly relates to the school's goals, occurs during the school day, and supports quick improvements in practice. Staff share a collective awareness of individual skills and growth areas; they self-direct professional development based on student achievement outcomes.

ACTION 2: **Collaborative Teacher Team Structures**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create teacher teams (if not already in place) and protocols focused on student outcomes, student data, and student work. Articulate clear expectations for common planning time; model the process and the unwavering focus on student learning.	Instructional strategies, instructional consistency, instructional development of staff, and definitions of rigor are discussed at teacher team meetings. Teacher teams use protocols and processes designed to guide collaboration. Grade-level and content-area teams have common weekly planning times with clear outcomes focused on student learning and not just student behaviors. Teacher teams build common assessments.
STAGE 2	Implement protocols in team meetings for frequent group analysis of data in pursuit of root causes. Observe teacher team meetings, and provide feedback on their processes to help them develop as a team.	Intervention teachers collaborate closely with all other classroom teachers to ensure effective planning and instruction to implement individualized education programs. Instructional leadership team members lead effective teacher team meetings focused on student learning data and student work. Time to review individual student learning data is built into the schedule of collaborative team meetings.
STAGE 3	Provide individual teachers and teacher teams access to new research and other developmental resources geared to identified development needs.	Instructional leadership team members serve as instructional leaders in the school, leading effective teacher team meetings focused on student learning data and student work. Teacher team discussions are clearly focused on individual student learning progress and student work, not just general standards and strategies. It is common practice for teams to share best practices and problem-solve together, and teams leverage the individual differences and strengths of each member of the team.

LEVER 1: RECRUITMENT AND ONBOARDING

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Recruitment		
Action 2: Selection and Hiring		
Action 3: Staff Assignment		
Action 4: Induction		

LEVER 2: INSTRUCTIONAL LEADERSHIP TEAM

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Instructional Leadership Team Roles, Expectations, and Supports		
Action 2: Teacher Leadership		

LEVER 3: PERFORMANCE MONITORING AND EVALUATION

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Performance Expectations		
Action 2: Observation and Actionable Feedback		
Action 3: Monitoring Implementation		
Action 4: Performance Evaluation		

LEVER 4: PROFESSIONAL LEARNING AND COLLABORATION

	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Ongoing Professional Learning		
Action 2: Collaborative Teacher Team Structures		

TALENT MANAGEMENT PRIORITIES

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Assess the current state of the school and identify gaps that need to be addressed by analyzing student achievement data, teacher effectiveness data, and school practices. Determine the few and focused priorities for the current year using the results of the data analysis; limit any new initiatives to those that will receive adequate resources and time for implementation and monitoring. Develop an action plan that identifies clear end goals and strategies to make progress toward priority areas. At least two times per year, review student data and progress against strategically planned school practices and financial and operational information, adjusting strategies as needed.	Staff and families share their perspectives on school needs and performance to inform school goals. A strategic plan and priorities are in place and aligned to the urgent goal of making dramatic gains in student achievement. Grade-level and content-area teams use the goals and action plans to inform their planning.
STAGE 2	Link each action plan strategy to metrics with which to measure progress against each strategic priority area. Set detailed milestones and benchmarks for implementation and student progress (e.g., interim assessments, attendance) in the school improvement plan. Identify leadership team members who are responsible and accountable for the implementation of aspects of the strategic plan. At least two times per year, review student data and progress against strategically planned school practices and financial and operational information; revise plans and priorities based on data in order to reach established goals.	Strategic plan priorities are public and easily accessed by multiple stakeholders. Each priority area has assigned staff responsible for implementation who share a common understanding of short- and long-term goals, strategies, and time lines. Progress is regularly tracked using leading indicators. If milestones and benchmarks are not met, contingency plans are created to reach the required result. The leadership team uses evidence and data to adjust strategies and action plans.
STAGE 3	Co-create annual goals and a school improvement plan with a broad group of stakeholders before the school year starts. Use annual data, interim and formative data, and school improvement plan milestones to monitor, track, and review progress, systematically adjusting strategies where needed. Lead an ongoing planning process and multiple reviews of progress against plans each year, engaging all staff (e.g., at a summer retreat). Lead formal reviews of progress against the strategic plan and milestones at least two times a year, in addition to conducting regular reviews of school data.	The leadership team has institutionalized the practice of reviewing key data at every meeting. The leadership team meets regularly (at least once per week) to analyze a consistent set of key school indicators, including individual student-, classroom-, and grade-level data. The leadership team creates short- and medium-term action plans to address areas of concern and recognize areas of success. Targets for student subgroups and grade-level cohorts are included in the school improvement plan with milestones and benchmarks to track progress toward goals. Each teacher's targets are clearly aligned to the school's goal.

ACTION 1: Time and Schedule Review

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Review the existing schedule to assess how time is used and any areas where additional time may be available. Assess the speed and efficiency of transition times to identify instructional time that can be recaptured through improvement of processes. Gather data on frequency of interruptions to class time. Review your personal schedule to assess priority of time use for classroom observation, teacher team meetings, and family communication.	Staff members are asked to reflect on the effectiveness of the calendar and weekly schedule. Insights and recommendations from the schedule and calendar review processes are publicly shared.
STAGE 2	Ensure that time blocks, rotating days, and house or community structures are serving student needs and do not focus on the needs of adults. Work with members of the leadership team to implement a classroom observation schedule that supports new and struggling teachers. Delegate tasks and responsibilities such as being initial point of contact for student discipline issues and parent questions to others to maintain a focus on instructional leadership.[1]	Leadership team members lead components of the schedule assessment based on their areas of responsibility. Leadership team members conduct frequent classroom observations for new and struggling teachers. School staff know and access first points of contact besides the principal for a range of key needs and requests.
STAGE 3	Use student learning data and teacher input to identify needs that are not being met with the current schedule.	Staff members find and improve inefficiencies in their classrooms and make suggestions that support schoolwide improvements.

[1] National SAM Innovation Project. Retrieved from www.samsconnect.com. The SAM approach teaches principals to identify other key staff who can serve as "first-responders" for regular, important school issues such as parent questions, student discipline issues, and district information requests

ACTION 2: **Master Schedule**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Create a daily and weekly schedule aligned to strategic priorities and focused on student needs: • Establish multiple times per week for collaborative teacher planning time. • Develop clear class intervention schedules and credit recovery schedules. • Ensure that the schedule meets district and state requirements for English language learners and special education instruction. Create extra time in the school day for core subjects; students not yet achieving at grade level receive additional instruction time (e.g., create two literacy periods—one to teach at grade level and one to teach developing skills for those not on grade level). Establish a calendar of all professional development, assessments, and key decision points for student interventions based on assessment results. Create a personal schedule that builds in time for teacher observations.	The school has a detailed and consistent schedule of teacher team meetings, leadership team meetings, class schedules, and intervention activities, including staff and students involved in each. Class time for learning and teaching is maximized, with few to no interruptions. Staff have a calendar of major assessments and professional development activities that include cycles of lesson observations, coaching, and mentoring. The calendar is not paper based, and updates and edits are instantly shared on a platform or system accessible to families.
STAGE 2	Create with members of the leadership team a master calendar that includes key dates for data-driven instruction, student intervention, major professional opportunities, and talent reviews. Create opportunities for all students to have access to arts and physical education. Create a personal schedule that builds in time for teacher observations and protects your ability to be present during arrival and dismissal times. High school: Develop a schedule that allows all students access to college preparatory and advanced courses.	Leadership team members manage and make public a detailed daily and weekly schedule of classes, curriculum focus (such as literacy blocks), student interventions, teacher team meetings, and professional development sessions. The master schedule accounts for student course requests, takes graduation requirements and credit accumulation into account, and creates a daily and weekly schedule for staff professional learning aligned to strategic priorities. Staff help develop the detailed calendar for the semester and a tentative calendar for the school year prior to its start.
STAGE 3	Use student learning data and teacher input to adjust the schedule as needed to maximize time spent on learning and ensure that all students are given ample time to make up any missed course work. On the basis of frequent reviews of student-level data, continually adjust the school calendar and schedule to match shifting priorities and needs.	The master schedule comprises individualized student schedules that include accommodations for myriad different student needs, including extra time in a subject and smaller class size. The schedule supports student development in areas beyond the school day.

ACTION 1: **Budget and Resources**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Conduct a comprehensive review of all current resources (financial, staff, in-kind, supplemental, external partners/programs/resources) and, wherever possible, shift existing resources to align to strategic priorities. Identify key partners in the school and the system to support the budgeting process.	School resources are reallocated to support strategic priorities.
STAGE 2	Forecast new resources and materials needed two to three years out based on the strategic plan (e.g., robust classroom libraries to increase students' literacy skills) and begin purchasing and planning for these needs.	Staff forecast resources they will need, accounting for materials they can reuse, to support strategic priorities.
STAGE 3	Effectively leverage all potential resource sources through an ongoing, active approach to budget and resource management.	New resources and external partnerships are adequate to fund professional development and student intervention time and skills.

ACTION 2: **External Partnerships**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Review existing community partnerships to assess their current impact on the school. Introduce partners to the school's priority areas to ensure alignment between partner and school. If partners are unable to adapt to a focus on high-priority areas, reframe, eliminate, or replace the partnership.	Criteria are established to review and identify partnerships, including alignment to the strategic priorities and identified student support needs of the school.
STAGE 2	With the leadership team, actively seek and cultivate external partners to fill gaps or enhance and extend programming, all in support of schoolwide goals.	External partners and programs are aligned with the school's key goals around student achievement and social-emotional development. Partners are clear that their work aligns to the school's goals.
STAGE 3	Collaborate with external partners to create explicit links to the school wide goals.	External partners and programs have demonstrated impact on the school's progress toward achieving key goals. External partners are fully invested in the school's success.

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Conduct a facilities survey prior to the start of school; assess and prioritize immediately needed repairs and desired improvements. Create systems to maintain the building's safety and cleanliness. Develop a crisis management plan that ensures that all students and staff are safe in the event of an emergency.	School buildings are clean and safe; all basic facilities (bathrooms, windows, sinks, locks) are in working order; there are no broken windows or other safety hazards. The school participates in regular safety drills. The school participates in regular crisis management drills, and all staff are familiar with procedures.
STAGE 2	Identify a few ways to creatively use and manipulate space to support academic priorities and initiatives.	The physical plant supports major academic priorities and initiatives (e.g., reading nooks, improved library, enhanced computer lab, comfortable staff lounge and meeting areas).
STAGE 3	Continually assess the ways in which space is used to maximize learning.	The entire physical plant (common spaces, classrooms, hallways, resource rooms) visually and materially supports and advances schoolwide goals and initiatives.

ACTION 1: **Stakeholder Communications and Engagement**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Map community leaders and key political relationships. Share the school vision and strategic plan with community and political leaders to engage their support.	Community leaders and families receive consistent communication about key school events and information. Structures are in place to ensure that all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership. Communications from stakeholders are responded to in a timely manner, with appropriate tone and a tailored message.
STAGE 2	Develop an initial plan to communicate with key community leaders and families; the plan should include a communication calendar, key messages, audiences, communication media, a time line for rollout, and staff responsibilities for executing the plan. Incorporate community and family input into the school's plan for improvement and growth. Build staff capacity to develop meaningful relationships with community members and all other stakeholders.	The leadership team drives key messages to internal and external stakeholders. Stakeholders have multiple ways to communicate with all staff in addition to key leadership.
STAGE 3	Actively involve community leaders and families in planning for the school. Put structures and processes in place to consistently partner with stakeholders, including staff, families, and students, to inform and adjust strategies.	Community participation is evident in multiple aspects of the school. Stakeholders and community members have multiple ways and opportunities to become involved in the school.

ACTION 2: **District Relationships**

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	Proactively share the school vision and strategic plan with the district/school system manager. Share priority areas for the year, as well as the rationale for each priority area.	School system managers receive consistent communication about key school events and information. Principal supervisors have a clear understanding of the school's areas for growth.
STAGE 2	Establish a clear message to the district/system manager around strategic plans; create confidence and a buffer from system management to allow staff to implement strategic plans. Maintain constant contact with the district office to share successes and challenges.	The strategic plan is translated to a district/system process so that it incorporates specific strategies to meet district/system expectations.
STAGE 3	Anticipate opportunities where district management can advocate on behalf of the school.	The district/system manager has a clear sense of the school's plans and is a strong advocate for the school.

LEVER 1: GOAL SETTING AND ACTION PLANNING		
	STAGE (1, 2 OR 3)	NEXT STEPS

LEVER 2: TIME MANAGEMENT		
	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Time and Schedule Review		
Action 2: Master Schedule		

LEVER 3: BUDGET		
	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Budget and Resources		
Action 2: External Partnerships		
Action 3: Facilities		

LEVER 4: COMMUNITY AND DISTRICT RELATIONS		
	STAGE (1, 2 OR 3)	NEXT STEPS
Action 1: Stakeholder Communications and Engagement		
Action 2: District Relationships		

PLANNING AND OPERATIONS PRIORITIES

BELIEF-BASED AND GOAL-DRIVEN LEADERSHIP

- Set high but achievable goals for students.

- Focus decisions on student needs, not adult outcomes.

- Create and maintain a schoolwide urgency to improve school outcomes.

- Demonstrate personal commitment to ensuring high academic achievement for all students.

- Inspire a schoolwide sense of positivism and possibility.

- Hold self and others accountable for outcomes.

EQUITY-FOCUSED LEADERSHIP

- Demonstrate a commitment to reflect on how your personal biases and privileges affect your actions, and create learning opportunities and a supportive culture for others to do the same.

- Initiate direct conversations about equity and bias to build the school's collective capacity.

- Seek out and engage diverse perspectives to build an effective organization.

- Foster equity and inclusion by consistently addressing the dynamics of power within the community.

INTERPERSONAL LEADERSHIP

- Be transparent about expectations with all stakeholders and treat all stakeholders with respect, even those who may not share the same beliefs.

- Create a culture that facilitates the development of trusting relationships around the work.

- Motivate and inspire individuals, and communicate their value to the school.

- Seek multiple perspectives from key stakeholders to predict and plan strategic actions.

- Select appropriate facilitation and leadership strategies when leading groups of people; these should balance appropriate communication strategies for diverse constituents and contexts (e.g., active listening, seeking feedback).

ADAPTIVE LEADERSHIP

- Identify root causes and adaptive challenges that need to be resolved.

- Take risks to challenge existing school and district/charter management organization practices, policies, and traditions, including those that you have created, that do not have a positive impact on student achievement.

- Identify and build on the existing school and community strengths that have a positive impact on student achievement.

- Establish and maintain a sustainable level of urgency and ongoing learning needed to tackle adaptive challenges.

- Recognize and manage the emotions of change, including resistance, fear, and loss.

- Be a courageous follower when other leaders in your school step forward.

RESILIENT LEADERSHIP

- Demonstrate personal resolve and maintain core confidence and belief in self and the school even in the face of adversity.

- Continuously reflect on performance, seek feedback, and actively pursue opportunities to improve personal leadership and the school.

- Take initiative and remain solutions oriented at all times to move the work of the school forward.

- Build professional and personal supports, including adequate personal time, necessary for sustaining school leadership over time.