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**Action Planner for Principals**

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

Dear Principal,

**If you are leading a school with accountable teacher-leader roles, including Opportunity Culture roles, this tool is for you.** This tool is for principals in any school committed to excellent academics for *all* students.It includes actions to launch and sustain change in schools, including improvement in schools with stubborn achievement gaps and turnarounds in schools with large numbers of disadvantaged students or low learning outcomes. It incorporates the leader actions found in organizations that make large improvements rapidly, in schools and other fields.

**The** [Multi-Classroom Leadership](https://www.opportunityculture.org/opportunity-culture-educator-roles/) **model, the foundation of Opportunity Culture innovative staffing, introduces one of the critical elements of successful improvement and turnarounds: an instructional team of leaders to help principals implement change**. In the many Opportunity Culture (OC) schools that have seen sustained high growth, principals lead the team of excellent teachers in the Multi-Classroom Leader (MCL) role to ensure instructional excellence schoolwide. MCLs lead small, collaborative teams of two to eight teachers and are accountable for strong outcomes of all the team’s students. Having MCLs or similar teacher-leaders schoolwide is an *essential* ingredient for a rapid, *sustained* school improvement. [Research studies](https://www.opportunityculture.org/research) show very strong student learning gains for MCL teams.

Leading a team of leaders may be a new experience, even for veteran principals—very different from leading 20 to 50 teachers individually. Principals empower MCLs by building their leadership skills, working as a team to monitor interim student learning data, and solving problems together to [help other teachers](https://opportunityculture.org/teacher-support-in-an-opportunity-culture/) excel day to day.

**This planner has steps to lead MCLs and similar teacher-leaders to achieve your school’s goals**.

What this Action Planner does:

* Show critical steps, in sequence, to lead a teacher-leader team in a school that wants to improve fast
* Remind you when to communicate…and take action as a change leader
* Link to tools to help with each step (return to this online for new tools!), when needed
* Keep you from reinventing the wheel
* Provide you with preset “to do” lists that you can customize, if needed

What this planner does not do:

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

Our sources included interviews with [successful principals](https://opportunityculture.org/how-principals-use-multi-classroom-leadership-in-school-turnarounds/) in early Opportunity Culture schools (note that in the years since, some Opportunity Culture terminology and implementation has evolved based on data and results), [columns by MCLs](http://opportunityculture.org/category/teacher-columns/), research on successful school and cross-sector turnarounds, research on instructional excellence, and input from Public Impact team members working with Opportunity Culture 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 actions in each Action Strand.
* The pages are divided into four periods: [Summer](http://opportunityculture.org/wp-content/uploads/2016/06/Action_Planner_for_Principals_in_OC_Schools_Summer-Public_Impact.docx) (before school starts), [Fall](http://opportunityculture.org/wp-content/uploads/2016/06/Action_Planner_for_Principals_in_OC_Schools_Fall-Public_Impact.docx)(beginning of school–November), [Winter](http://opportunityculture.org/wp-content/uploads/2016/06/Action_Planner_for_Principals_in_OC_Schools_Winter-Public_Impact.docx) (December–February), and [Spring](http://opportunityculture.org/wp-content/uploads/2016/06/Action_Planner_for_Principals_in_OC_Schools_Spring-Public_Impact.docx) (March–June). Adjust these to your school’s schedule.
* 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 add your own steps and details.

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

**Below are five major action strands.** Specific steps follow, with linked tools embedded.

1. **Communication.** Communicate decisions made in the strands below—vision, goals, steps, roles, & progress toward goals—to your MCL team, teachers, students, & parents. Share a clear picture of success & its benefits. Ensure that your MCL team reinforces the messages with teachers, staff, students, & parents. Repeat.

2. **Leading a Team**: Instructional Team of Leaders (MCLs).See [Instructional Leadership & Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages.

* **Launch and lead** by getting the right people on the team & clarifying the school & team’s vision, goals, roles, & process for collaborating to achieve excellence.
	+ - Get the right people on the MCL team & as teachers.
		- Set a clear, compelling vision for MCLs, teachers, staff, & students. Set high-standards goals, priorities, & strategies, including goals for visible, early wins. Start with high annual learning standards & growth goals up to & well beyond standards. Add all key priorities of your school. Enlist your MCL team, so they can align plans for their teaching teams. Refer to the Theory of Action and Measures of Success documents your school design team developed.
		- Clarify the MCL team’s vision, goals, roles, & process for collaborating to achieve excellence. Establish a process & expectations for individual & MCL team planning & collaboration.
		- Make & share an action plan with specific steps & schedules.
* **Build team cohesion** & spirit, & help your MCL team collaborate productively to achieve your common goal of teaching & learning excellence.
* **Support and develop individuals—**each MCL—through co-planning for each teaching team, modeling leadership, observing, feedback, & coaching.
* **Manage yourself** by focusing on actions to achieve success as principal, & to help other principals. Hone your role, actions, & competencies to lead instructional excellence via your MCL instructional team of leaders.

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

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

4. **Leading Across the Organization**.

* **Leading teachers and staff****—**Design & improve roles that let teachers learn, excel, & advance. Recruit & select capable people. Induct, [train,](https://www.opportunityculture.org/professional-learning/) assess, & develop. Extend the reach of great teachers, for more pay. Help MCL team lead instructional change collaboratively. Require all staff to make planned changes; replace staff members who do not change.
* **Leading operations—**Use scheduling, budgets, digital tools, facilities changes, & interim data systems to support instructional excellence in your school. Collaborate with MCLs to ensure positive impact.

4. **Improving with Data**. With your MCL team, assess all of the above during the year—& improve rapidly. Measure & report interim results often. Halt tactics that do not work, & spend more money & time on tactics that do.

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

***Plan items below for the coming year, ideally with the Instructional Team of Leaders (ITL)***

**Communication**

[ ]  Prepare to communicate OC with new & existing staff & parents at start of year.

[ ]  Get and use communication planner from your district.

**Leading a Team**

Lead your Instructional Team of Leaders (ITL)—MCLs, assistant principal(s), & any other leaders formally accountable for student outcomes.See[Instructional Leadership & Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages.

[ ]  **Launch & lead**: Create an action plan to achieve school goals working with & through your team of MCLs: clarify school & team goals, MCL/teacher roles, & steps to collaborate; include weekly team & individual schedules; create [Standing Agendas for Leading your Instructional Team of Leaders](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Revisit school data vs annual goals for past year. Refer to the Theory of Action and Measures of Success documents your school design team developed. Identify strengths & challenges.

[ ]  Set/refine school vision to clarify what you want to achieve for students & staff in your school.

[ ]  Set/refine goals for coming year, including working with MCLs to set high annual learning standards & growth goals up to & beyond standards. Include early-win goals to build momentum, if making major changes.

[ ]  **Build team cohesion**: Determine how your team of MCLs, & each MCL’s team, will build relationships, collaborate, address challenges, & celebrate success.

[ ]  **Support & develop individuals**: Plan how & when you will co-lead, model, coach, observe, & give feedback to individual MCLs on your Instructional Team of Leaders.

[ ]  **Manage yourself**: Clarify your role vs. MCL duties (see [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx)).

[ ]  Attend available training for principals leading Opportunity Culture schools; refresh through [professional learning](https://www.opportunityculture.org/professional-learning/).

[ ]  Add *all* to calendar: multi-school team meetings, if any; meetings of schoolwide instructional team of leaders; meetings with MCLs individually to plan & coach; meetings with your multi-school leader or other supervisor.

**Notes and reminders:**

**Achieving Instructional Excellence**

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

Establish school instructional plan & routines for each area by leading MCL team to:

[ ]  **Plan ahead & raise sights:** Plan high-standards, differentiation-ready curriculum, lessons, interim assessments, & schoolwide data system, working with & through your team of MCLs.

[ ]  Ensure that MCLs create interim standards & growth targets, aligned with school’s annual goals.

[ ]  Facilitate choosing engaging instructional methods with differentiation options.

[ ]  Plan in advance to protect MCL leadership time & teachers’ instructional time.

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

[ ]  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 schoolwide routines to focus students on learning.

[ ]  Help MCLs prepare to help teachers: lead classrooms with a firm yet warm presence; set norms for classroom 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, & personalization. Use digital learning wisely. Help MCLs:

[ ]  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. Help MCLs:

[ ]  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, work difficulty, & assignments. Help MCLs:

[ ]  Plan to: Collaborate with each teaching 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 growth vs. goals** students help set: Engage students! Help MCLs:

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

**Notes and reminders:**

**Leading Across the Organization**

**☐** **Leading teachers and staff**

[ ]  Fill any open positions through your district’s pool. Share OC vision as you go.

[ ]  Assign final OC roles & reporting relationships (if changes, late hires, etc). Use [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  Ensure OC staff members get appropriate [summer training](https://www.opportunityculture.org/summer-professional-learning/).

[ ]  Plan for teacher induction by MCLs; plan & schedule periodic (e.g., monthly) PLCs for staff in same roles next year.

[ ]  **Leading operations**

[ ]  Clarify time detail for:

* **MCLs**: % teaching & leading in schedule, using materials from school design or district OC director; policies to protect MCL time from low-value administrative duties.
* **All teachers**: clarify planning time, how to use it, with whom, & with what tools.
* **Students**: identify policies & steps to protect student learning time.

[ ]  Schedule all in order: Schoolwide Instructional Team of Leaders; principal-MCL coaching; PLCs for same-role teachers (e.g., all MCLs); teaching teams; co-teaching; teacher coaching by MCLs; instruction. See the Key Scheduling Components Worksheet your school design team used.

[ ]  Plan & make changes to digital instruction, data tools/reporting, hardware, etc., with district.

[ ]  Plan & make changes to facilities, with district (rooms/walls, furniture, plugs, etc.).

[ ]  Re-check that budget sources/timing cover any staffing or tech changes. See the School Sustainability Calculator used during school design and available on your School Excellence Portal.

**Improving with Data**

[ ]  Create and load a tracker with priorities, strategies to achieve them, & measures you can check during the year

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

[ ]  Align schedule of major, interim assessments with planned reports by each MCL to the schoolwide Instructional Team of Leaders.

***Notes and Additional Tasks, if applicable***

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

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

***Initially and ongoing***

**Communication**

[ ]  Use your district’s OC communications materials.

[ ]  Communicate OC vision & goals to MCLs, teachers, parents, & students, with a clear picture of what success looks like & the benefits to students & teachers.

[ ]  Communicate roles & people: how chosen, time use, accountability, authority. See [**Organizational Chart Template**](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  Arrange observations: Arrange for non-OC teachers to listen to & observe OC teachers & classes.

[ ]  Repeat vision & goals during challenges & successes. Resist touting early progress as long-term success.

[ ]  Celebrate early wins, successes/progress with all to build momentum & gain support of key influencers.

**Leading a Team**

See[Instructional Leadership & Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages.

[ ]  **Launch & lead**: Follow action plan to achieve school goals working with & through your team of MCLs: adjust school & team goals, MCL/teacher roles, & steps to collaborate, & schedules, as needed.

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

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

[ ]  Hold initial 1-on-1 coaching meetings with each MCL; continue to give feedback frequently.

[ ]  Prepare & execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for MCLs (& any other teachers reporting directly to you).

[ ]  Ensure attendance at any role-specific training available during the year.

[ ]  Meet weekly: **MCL team of leaders**. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Share periodic results of each team leader, rotating through team. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  By second month, identify “trouble spots” among MCLs; support/address quickly.

[ ]  **Manage yourself**:

☐ Seek feedback from your supervisor; attend OC principal professional learning sessions.

☐ Participate actively in meetings of other principals leading schools in your zone (or schools similar to yours).

**Notes and reminders:**

**Achieving Instructional Excellence**

See [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) & [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/). With MCLs, by second month review & improve implementation of school instructional plan & routines for each area of instructional excellence:

[ ]  **Plan ahead & raise sights:** Continue to ensure planning & improvement ofhigh-standards, differentiation-ready curriculum, lessons, interim assessments, & schoolwide data system, working with & through your team of MCLs.

[ ]  Ensure that MCLs have interim standards & growth targets in advance, aligned with school’s annual goals.

[ ]  Facilitate improvement of engaging instructional methods with differentiation options.

[ ]  Stay vigilant to protect MCL leadership time & teachers’ instructional time.

[ ]  **Connect with students & families to cultivate a culture of learning:** Use strong bonds to motivate. Help MCL team support teachers 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:** Monitor & improveschoolwide routines to focus students on learning.

[ ]  Guide MCLs to help teachers: lead classrooms with a firm yet warm presence; follow norms for classroom interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Guide & support MCL team to help teachers engage students with ambitious learning goals, instruction for high growth & higher-order thinking, & personalization. Monitor use of digital learning for effectiveness. Help MCL team ensure implementation of:

[ ]  Pursuing ambitious learning goals for each class *and* individual student; preparing lessons aligned with curriculum *and* student needs (“personalization”); & engaging students deeply in learning.

[ ]  **Monitor student learning data during year:** Ensure that teachers assess frequently for mastery & growth; & capture data. Specifically, ensure that all teachers & teaching teams:

[ ]  Give 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:** Ensure that teachers & teams adjust teaching methods,work difficulty, & assignments. Guide MCLs to:

[ ]  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 growth vs. goals** students help set: Engage students! Help MCLs ensure that:

[ ]  Teachers continue leading students to set own goals, track own growth, & make choices to meet goals.

**Notes and reminders:**

**Leading Across the Organization**

[ ]  **Leading teachers and staff**

[ ]  Execute **induction** plan for new teachers & staff; plan & schedule any staff **training** needed during the year.

[ ]  Ensure that MLCs hold **collaborative planning**, data review, & improvement meetings with teams at least weekly.

[ ]  Ensure that MCLs prepare for & hold initial **1-on-1 coaching** meetings with teachers on their teams.

[ ]  Ensure preparation of [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for all OC staff.

[ ]  Ensure **feedback at least biweekly for all staff** & **MCLs (continue/improve)**.

[ ]  Ensure periodic (e.g., monthly) **PLCs for each OC role** focused on role-specific needs.

[ ]  **Re-clarify OC roles** if they become unclear; communicate. Use [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  By second month, identify any **“trouble spots”** among teachers & staff; support/address quickly.

[ ]  **Leading operations.** With MCL team, make changes needed to:

[ ]  Keep schoolwide **schedule** that achieves OC goals. See the Key Scheduling Components Worksheet your school design team used.

[ ]  Protect **time as planned**: for MCLs; other teachers; students. Fix any problems that divert time.

[ ]  Maintain **facilities & equipment**, including digital hardware (with district).

[ ]  Ensure that all remain **within budget** if changes occur.

**Improving with Data**

[ ]  Looking at all categories above, identify & **increase successful tactics; discard or change unsuccessful** tactics.

[ ]  Seek **improvement ideas from staff**. Use surveys, small groups, or other.

[ ]  **Begin list of any design & OC role changes** needed for next year to achieve goals & extended reach.

***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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**Notes and reminders:**

**Winter (December–February)**

**Communication**

[ ]  Use your district’s OC communications materials.

[ ]  Re-communicate OC school vision with a clear picture of success & benefits & high-priority goals to MCLs, teachers, parents, & students.

[ ]  Share: Arrange for non-OC teachers to listen to & observe OC teachers & classes.

[ ]  Communicate changes to staff, parents, etc., as they arise.

[ ]  Celebrate early wins, successes/progress with all to build momentum & gain support of key influencers.

[ ]  Begin publicizing OC roles & requirements; personally encourage high-potential candidates to apply.

**Leading a Team**

See[Instructional Leadership & Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages.

[ ]  **Launch & lead**: Continue to follow action plan to achieve school goals working with & through your team of MCLs: review data vs. goals for year, including early-win goals, and refine with MCLs; adjust school & team goals, MCL/teacher roles, & steps to collaborate, & schedules, as needed.

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

[ ]  **Support & develop individuals**: Continue to implement plan to co-lead, model, coach, observe, & give feedback to MCLs.

[ ]  Hold more 1-on-1 coaching meetings with each MCL; continue to give feedback frequently.

[ ]  Execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for MCLs (& any other teachers reporting directly to you).

[ ]  Ensure attendance at any role-specific training available during the year.

[ ]  Meet weekly: **MCL team of leaders**. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Share periodic results of each team leader, rotating through team. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Continue to recognize any “trouble spots” among MCLs; support/address quickly.

[ ]  **Begin to plan next year** with MCL team. *See detail in Improving with Data, below.*

[ ]  **Manage yourself**:

[ ]  Seek feedback from your supervisor; attend OC principal professional learning sessions.

[ ]  By February, seek formal feedback (such as a survey) on your leadership from MCLs & staff.

[ ]  Participate actively in meetings of other principals leading schools in your zone (or schools similar to yours).

**Notes and reminders:**

**Achieving Instructional Excellence**

See [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) & [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/). With MCLs, continue to review & improve implementation of school instructional plan & routines for each area of instructional excellence:

[ ]  **Plan ahead & raise sights:** Continue to ensure planning & improvement ofhigh-standards, differentiation-ready curriculum, lessons, interim assessments, & schoolwide data system, working with & through your team of MCLs.

[ ]  Ensure that MCLs have interim standards & growth targets in advance, aligned with school’s annual goals.

[ ]  Facilitate improvement of engaging instructional methods with differentiation options.

[ ]  Stay vigilant to protect MCL leadership time & teachers’ instructional time.

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

[ ]  Continue to repeat 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:** Monitor & improveschoolwide routines to focus students on learning.

[ ]  Guide MCLs to help teachers: lead classrooms with a firm yet warm presence; follow norms for classroom interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Guide & support MCL team to help teachers engage students with ambitious learning goals, instruction for high growth & higher-order thinking, & personalization. Monitor use of digital learning for effectiveness. Help MCL team ensure implementation of:

[ ]  Pursuing ambitious learning goals for each class *and* individual student; preparing lessons aligned with curriculum *and* student needs (“personalization”); & engaging students deeply in learning.

[ ]  **Monitor student learning data during year:** Ensure that teachers assess frequently for mastery & growth; & capture data. Specifically, ensure that all teachers & teaching teams:

[ ]  Give 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:** Ensure that teachers & teams adjust teaching methods,work difficulty, & assignments. Guide MCLs to:

[ ]  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 growth vs. goals** students help set: Engage students! Help MCLs ensure that:

[ ]  Teachers continue leading students to set own goals, track own growth, & make choices to meet goals.

**Notes and reminders:**

**Leading Across the Organization**

[ ]  **Leading teachers and staff**

[ ]  Ensure **feedback at least biweekly for all staff** & **MCLs (continue/improve)**.

[ ]  Ensure that MLCs hold **collaborative planning**, data review, & improvement meetings with teams at least weekly.

[ ]  Ensure periodic (e.g., monthly) **PLCs for each OC role** focused on role-specific needs.

[ ]  Ensure continued attendance at any staff **training** needed during the year.

[ ]  **Re-clarify OC roles** if they become unclear; communicate. Use [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  Implement *optional* **midyear formal performance** review.

[ ]  By February, identify new staff role or performance **“trouble spots”** to address; including pay competitiveness issues.

[ ]  Identify **teachers doing well & those ready to advance; encourage them to stay** next year.

[ ]  In concert with district pool efforts, **launch recruiting** (by end of February; after determining roles).

[ ]  **Leading operations.** With MCL team, make changes needed to:

[ ]  With MCLs, check that schoolwide **schedule is** achieving OC goals. See the Key Scheduling Components Worksheet your school design team used.

[ ]  Protect **time as planned**: for MCLs; other teachers; students. Fix any problems that divert time.

[ ]  Maintain **facilities & equipment**, including digital hardware (with district).

[ ]  Ensure that all remain **within budget** if changes occur.

**Improving with Data**

[ ]  Continue to identify & **increase successful tactics; discard or change unsuccessful** tactics.

[ ]  Seek **improvement ideas from all staff**. Use surveys, small groups, or other. Report key staff results visibly & often.

[ ]  Determine any needed **school design changes** to achieve reach & goals next year.

[ ]  Decide **next year’s OC roles & reporting** relationships. Use [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  Check **budget sources, uses, & timing**. Are next year’s plans sustainable? See the School Sustainability Calculator used during school design and available on your School Excellence Portal.

***Notes and Additional Tasks***

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

**Spring (March–June)**

**Communication**

[ ]  Use your district’s OC communications materials.

[ ]  Re-communicate OC school vision and goals.

[ ]  Celebrate interim wins, successes/progress with all to build momentum & gain support of key influencers.

[ ]  Communicate with staff, parents, etc., about next year. Use clear, consistent messages about how vision & OC roles benefit people. Include students, parents, staff, union, & others.

**Leading a Team**

See[Instructional Leadership & Excellence](https://opportunityculture.org/instructional-leadership-and-excellence/) web pages.

[ ]  **Launch & lead**: Continue to follow action plan to achieve school goals working with & through your team of MCLs: review data vs. goals for year, including early-win goals, and refine with MCLs; adjust school & team goals, MCL/teacher roles, & steps to collaborate, & schedules, as needed.

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

[ ]  **Support & develop individuals**: Continue to implement plan to co-lead, model, coach, observe, & give feedback to MCLs.

[ ]  Hold more 1-on-1 coaching meetings with each MCL; continue to give feedback frequently.

[ ]  Execute [development plans](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for MCLs (& any other teachers reporting directly to you).

[ ]  Ensure attendance at any role-specific training available during the year.

[ ]  Meet weekly: **MCL team of leaders**. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Share periodic results of each team leader, rotating through team. Use [Standing Agendas for Leading an ITL](https://opportunityculture.org/wp-content/uploads/2016/06/Standing_Agendas_for_Leading_Instructional_Team_of_Leaders-Public_Impact.docx).

[ ]  Continue to recognize any “trouble spots” among MCLs; support/address quickly.

[ ]  **See following page for planning for next year** with MCL team.

[ ]  **Manage yourself**:

[ ]  Seek feedback from your supervisor; attend OC principal professional learning sessions & plan to attend in summer.

[ ]  Seek formal feedback (such as a survey) on your leadership from MCLs & staff by end of year.

[ ]  Participate actively in meetings of other principals leading schools in your zone (or schools similar to yours).

**Notes and reminders:**

**Achieving Instructional Excellence**

See [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) & [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/). With MCLs, continue to review & improve implementation of school instructional plan & routines for each area of instructional excellence:

[ ]  **Plan ahead & raise sights:** Continue to ensure planning & improvement ofhigh-standards, differentiation-ready curriculum, lessons, interim assessments, & schoolwide data system, working with & through your team of MCLs.

[ ]  Ensure that MCLs have interim standards & growth targets in advance, aligned with school’s annual goals.

[ ]  Facilitate improvement of engaging instructional methods with differentiation options.

[ ]  Stay vigilant to protect MCL leadership time & teachers’ instructional time.

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

[ ]  Continue to repeat 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:** Monitor & improveschoolwide routines to focus students on learning.

[ ]  Guide MCLs to help teachers: lead classrooms with a firm yet warm presence; follow norms for classroom interactions; follow a behavior management cycle; & use positive systems highlighting exemplary behavior.

[ ]  **Execute rigorous, personalized lessons for mastery & growth:** Guide & support MCL team to help teachers engage students with ambitious learning goals, instruction for high growth & higher-order thinking, & personalization. Monitor use of digital learning for effectiveness. Help MCL team ensure implementation of:

[ ]  Pursuing ambitious learning goals for each class *and* individual student; preparing lessons aligned with curriculum *and* student needs (“personalization”); & engaging students deeply in learning.

[ ]  **Monitor student learning data during year:** Ensure that teachers assess frequently for mastery & growth; & capture data. Specifically, ensure that all teachers & teaching teams:

[ ]  Give 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:** Ensure that teachers & teams adjust teaching methods,work difficulty, & assignments. Guide MCLs to:

[ ]  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 growth vs. goals** students help set: Engage students! Help MCLs ensure that:

[ ]  Teachers continue leading students to set own goals, track own growth, & make choices to meet goals.

**Notes and reminders:**

**Leading Across the Organization**

[ ]  **Leading teachers and staff**

[ ]  Ensure **feedback at least biweekly for all staff** & **MCLs (continue/improve)**.

[ ]  Ensure that MLCs hold **collaborative planning**, data review, & improvement meetings with teams at least weekly.

[ ]  Ensure periodic (e.g., monthly) **PLCs for each OC role** focused on role-specific needs.

[ ]  Ensure continued attendance at any staff **training** needed during the year.

[ ]  **Continue** **to encourage strong/solid OC staff to stay next year**.

[ ]  **Select carefully for OC roles**, using clear criteria; prioritize MCLs.

[ ]  Ensure **end-of-year evaluation &** [development planning](https://opportunityculture.org/wp-content/uploads/2015/08/Development_Planner.docx) for all staff.

[ ]  Schedule & plan [summer training](https://www.opportunityculture.org/summer-professional-learning/) for OC staff, especially MCLs.

[ ]  **Leading operations.** With MCL team, make changes needed to:

[ ]  With MCLs, check that schoolwide **schedule is** achieving OC goals. See the Key Scheduling Components Worksheet your school design team used.

[ ]  Protect **time as planned**: for MCLs; other teachers; students. Fix any problems that divert time.

[ ]  Maintain **facilities & equipment**, including digital hardware (with district).

[ ]  Ensure that all remain **within budget** if changes occur.

**Improving with Data** *(Also see Leading Teachers and staff, above, for weekly monitoring)*

[ ]  Continue seeking **improvement ideas from all staff**. Use surveys, small groups, or other.

[ ]  Continue to identify & **increase successful tactics; discard unsuccessful** tactics.

***Begin Planning for Next Year:*** Refer to the Theory of Action and Measures of Success documents your school design team developed.

[ ] Refine your **vision** of what your school can be, with MCLs.

[ ]  Refineambitious, achievable **goals, priorities, & strategies** for next year.

[ ]  Continue to refine OC **roles & responsibilities** for next year, before making hiring offers. Use [Organizational Chart Template](https://opportunityculture.org/wp-content/uploads/2016/06/Organizational_Chart_Template_Instructional_Leadership_and_Teams-Public_Impact.docx).

[ ]  With MCLs, determine **instructional plan** improvements for next year, aligned with **high-standards curriculum**. (See Instructional Excellence section above, as well as the [Instructional Excellence Summary](https://opportunityculture.org/wp-content/uploads/2016/12/Instructional_Excellence_Summary-Public_Impact.pdf) & [web pages](https://opportunityculture.org/instructional-leadership-and-excellence/)

[ ]  **Determine changes in time detail** for next year:

1. For **MCLs**: % teaching & leading in schedule; policies to protect MCL time from administrative tasks.
2. For **all teachers**: clarify planning time, how to use it, with whom, & with what tools.
3. For **students**: identify policies & steps to protect student learning time.

[ ]  Plan **schedule changes**: instruction; MCL PLC; teaching teams; coaching.

[ ]  Plan **changes to digital instruction, data** tools/reporting, hardware, etc., with district.

[ ]  Plan **changes to facilities**, with district (rooms/walls, furniture, plugs, etc.).

[ ]  Confirm that all of above is **financially sustainable.**

[ ]  See [Summer](#Summer) list to anticipate activities & schedule them in advance

***Notes and Additional Tasks***

|  |  |  |  |
| --- | --- | --- | --- |
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**Notes and reminders:**