## SET A FOCUS (August – September)

### Leadership Team
- Conduct and complete the Entry Conversation with the district/school leader (Aug)
- Define the Capacity Builder’s role in support of the team (Aug)
- Establish a Leadership Team that includes relevant stakeholders (Aug-Sept)
- Introduce and administer the Team Trust Survey (Aug-Sept)
- Introduce and administer the Implementation Rubric for Leadership Teams (Aug-Sept)
- Provide guidance on skills and competencies for effective team membership, including: (Aug-Ong)
  - Establishing team norms of interaction
  - Clarifying the purposes and desired outcomes of the Leadership Team
  - Defining roles and responsibilities, especially decision making and communication
  - Determining strategies for gathering input and reaching consensus
  - Researching and selecting protocols that guide team activities (meeting schedule, agendas, norms, work products, etc.)
  - Monitoring of team function (norms, participation, attendance, communication, etc.)
- Support teams in obtaining buy-in from the school community for the improvement process (Aug-ongoing)
- Introduce the SWIP tool to the Leadership Team and start the improvement process (Sept)
- Guide the Leadership Team to Input the information in the SWIP Tool (Sept-ongoing)
- Collect artifacts to share with other CBs (Leadership Team, norms, schedules, agenda templates, S.I. process, SWIP) (Aug-Sept)

### Data
- Examine and provide guidance on the development, modification, refinement or approval of the guiding principles of the district/school – vision, mission, beliefs (Aug-Sept)
- Design, co-facilitate, and implement activities to review & analyze data with the Leadership Team and staff (Aug-ongoing)
- Examine current data and evidence:

## PLAN FOR CHANGE (October – January)

### Goals
- Begin the work of completing the SMART Goals in the SWIP
  - Provide PD and guide the development of SMART Goals based on multiple sources of data (Oct-Nov)
- Continue the work of completing the improvement plan in the SWIP
  - Guide the prioritization of needs for greatest impact on student learning. Facilitate/co-facilitate priority-setting activities (Oct)
  - Guide the development of intervention strategies to address priority needs (Nov-Dec)
  - Guide the identification of resources and tasks needed for each intervention strategy (Nov-Dec)
  - Support the identification of technical/adaptive challenges for the school year (Nov-Dec)
  - Support development of a process for collecting evidence of implementation and impact (Dec)
  - Provide training in the use of protocols for team building, collaboration and distributive leadership (Nov-ongoing)
  - Identify professional development needs for the Leadership Team charged with designing and implementing the Improvement Plan (Dec-Jan)
  - Guide district review process of Improvement Plan (Dec-Jan)
  - Superintendent/designee press the submit button in the SWIP (Jan)

### Implementation
- Provide guidance on identifying and prioritizing professional development needs for the staff (ongoing)
- Provide or arrange for professional development from peers, local experts, or other high quality providers (ongoing)
- Link the school to existing resources available in the community, region, and state (ongoing)
- Provide technical support in efficient implementation of action plans (ongoing)
- Communicate regularly with the leader and Leadership Team about plan activities, outcomes and anticipated impact (ongoing)
- Support the use of various media to communicate the district/school’s efforts to the wider community (ongoing)
- Carry out regular monitoring activities as defined in the plan to track progress toward intervention completion (ongoing)
- Meet regularly with the Leadership Team to document plan implementation in the SWIP Tool (ongoing)

## UNDERTAKE CHANGE (February – June)

### Goals
- Offer guidance on identifying and prioritizing professional development needs for the staff (ongoing)
- Provide or arrange for professional development from peers, local experts, or other high quality providers (ongoing)
- Link the school to existing resources available in the community, region, and state (ongoing)
- Provide technical support in efficient implementation of action plans (ongoing)
- Communicate regularly with the leader and Leadership Team about plan activities, outcomes and anticipated impact (ongoing)
- Support the use of various media to communicate the district/school’s efforts to the wider community (ongoing)
- Carry out regular monitoring activities as defined in the plan to track progress toward intervention completion (ongoing)
- Meet regularly with the Leadership Team to document plan implementation in the SWIP Tool (ongoing)

### Implementation
- Support the use of periodic assessments of student achievement and professional practice as defined in the improvement plan (ongoing)
- Provide examples and training in the use of instructional observation methods (ongoing)
- Continue to provide training in data analysis to assess plan effectiveness and regularly review new data and reassess (ongoing)
| SET A FOCUS  
(August – September) | PLAN FOR CHANGE  
(October – January) | UNDERTAKE CHANGE  
(February – June) |
|---|---|---|
| • student achievement (formative and summative assessments, attendance, discipline, graduation rates, etc.)  
• school procedures (attendance, schedules, interventions, etc.)  
• culture/climate  
• district policies  
• Design, co-facilitate, and implement root cause analysis with the Leadership Team and staff (August-ongoing)  
• Advise and guide the collection of missing data on practices, policies, and climate. (Aug-ongoing) | | |
| Comprehensive Needs Assessment  
Begin the work of completing the Comprehensive Needs Assessment in the SWIP (Sept)  
• Use a backward timeline for the successful completion of the SWIP, including check-ins, and the due date for the final review (Aug-Sept)  
• Identify gaps between current status and desired outcomes (Sept)  
• With the Leadership Team and staff, research and evaluate possible change strategies for impact and “fit to district’s/school’s context (Sept-ongoing)  
• Support the team in developing a communication system to ensure regular and meaningful communication with stakeholder groups (Sept-ongoing) | | |
| MONITOR  
• Monitor implementation and assess plan effectiveness (ongoing)  
• Revisit and administer the Implementation Rubric for Leadership Teams (May)  
• Revisit and administer the Team Trust Survey (May)  
• Build and nurture relationships, rapport, and positive interactions with the leader and Leadership Team (ongoing)  
• Monitor sustained attention to team norms and protocols (ongoing)  
• Celebrate successes each step of the way! (ongoing) | | |
| RECHARGE & SUSTAIN  
• Conduct and complete the Exit Conversation with the district/school leader (May-June)  
• Review and analyze new data  
• Provide team members with information, including recent research on strategies to address improvement needs  
• Support the Leadership team as they adjust and revise the improvement plan to address needed changes in either strategies or implementation processes  
• Review and modify, as needed, protocols for evaluating strategies and processes  
• Monitor implementation and impact of the revised/updated plan | | |