## Tenets 1 and 2 – Systems, Structures, and Leadership

School Inventory

## Introduction

The Systems, Structures, and Leadership School Inventory is designed as a way to help schools determine where to direct attention with their future improvement efforts. The exercise is designed for school leaders to consider how their school is organized. It is not expected that a school would have all of the indicators identified; however, the school’s response may be helpful for the school in determining the appropriate next steps. Similarly, the existence of any of the indicators identified below does not guarantee that the practice is having an impact on improving the school’s ability to meet students’ needs.

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| **School Name:** |

**Terms used:**

“*Already Established*” – this has been in place for at least six months and the desired results are occurring

“*Just getting started/still refining*” – this was either put in place within the past six months or has been in place for longer but has not resulted in changes occurring that were expected

**For each best practice listed, place an X under the category that best describes where your school is in relation to the best practice indicated.**

## Part 1: Systems and Structures

|  | **Doing this** | | **Not doing this** | | |
| --- | --- | --- | --- | --- | --- |
| Already established | Just getting started | Could do this easily | This will take time | This will be difficult |
| **Systems for Ongoing Evaluation** | | | | | |
| 1. The school has measurable annual goals that drive decision-making. |  |  |  |  |  |
| 1. School leaders establish a process to input, store, and organize data in a manner that allows for identifying schoolwide trends when monitoring progress and practices. |  |  |  |  |  |
| 1. School leaders analyze the teacher observation and academic data to identify the training needs of the staff and inform ongoing and future professional development. |  |  |  |  |  |
| 1. Based on the school's most recent needs assessment and an analysis of school data, school leaders identify the school’s strengths and areas for improvement. |  |  |  |  |  |
| 1. School leaders regularly monitor benchmarks to determine progress toward meeting the identified goals. School leaders make mid-course corrections based on their findings. |  |  |  |  |  |
| 1. School leaders, in collaboration with school staff, develop and monitor grade-level and content-specific goals that support the school in meeting the school-wide goals. |  |  |  |  |  |
| 1. School leaders, in collaboration with teachers and instructional support staff, analyze student and school-wide data to evaluate the success of the school’s academic intervention and enrichment programs. |  |  |  |  |  |
| **Systems for Intervention, Identification, and Support** | | | | | |
| 1. Teachers and instructional support staff develop and implement academic supports and interventions for individual and groups of students based on data. |  |  |  |  |  |
| 1. Student support staff in collaboration with school leaders develop a school-wide process for referring students for additional social-emotional learning support. This process should include elements such as timelines, expectations, documentation processes, and exit criteria. |  |  |  |  |  |
| 1. Teachers verbally recognize students for improved efforts and progress. |  |  |  |  |  |
| 1. Teachers and instructional support staff routinely review data to identify individual and groups of students in need of academic supports and enrichment. |  |  |  |  |  |
| 1. Teachers and instructional support staff develop and implement academic enrichment opportunities for individual and groups of students based on data. |  |  |  |  |  |
| 1. School leaders monitor academic interventions through multiple methods (e.g., reviewing student progress towards goals, conducting classroom observations, analyzing student groupings, reviewing program implementation) that are being provided to ensure that the process is being implemented as intended and to identify additional training and supports that may be needed to strengthen the academic intervention process. |  |  |  |  |  |
| 1. School leaders monitor the referrals that are being submitted to ensure that the process is being implemented as intended and to identify additional training and supports that may be needed to strengthen the referral process. |  |  |  |  |  |
| 1. The school has regularly scheduled meetings to identify behavior data trends by location and time and identify solutions to address the areas of the school when behavior incidents happen more frequently. |  |  |  |  |  |
| 1. Student support staff share information pertaining to student interventions with teachers so that interventions can be supported and reinforced. |  |  |  |  |  |
| 1. Teachers and instructional support staff, in collaboration with school leaders, analyze data to monitor and adjust academic supports and interventions. This may include modifying interventions, adjusting intervention groupings, and enrolling and exiting students from interventions. |  |  |  |  |  |
| 1. Teachers and instructional support staff collaborate with students to develop academic intervention goals and discuss student progress towards attaining them. |  |  |  |  |  |
| 1. Student support staff shares information pertaining to student interventions with families so that interventions can be supported and reinforced. |  |  |  |  |  |
| 1. The school ensures that both academic intervention and social-emotional learning intervention staff receive feedback about their work and, in collaboration with school leaders, identify goals to work toward. |  |  |  |  |  |
| **Supports for Subgroups** | | | | | |
| 1. Teachers review the goals and accommodations within student IEPs that they are responsible to teach. |  |  |  |  |  |
| 1. Teachers are aware of the English language proficiency levels of their English Language Learner (ELL)/Multilingual Learner (MLL) students. |  |  |  |  |  |
| 1. The school library has books written in the native languages of all students. |  |  |  |  |  |
| 1. The school honors multilingualism by incorporating the languages of students across the school building and in school events to ensure that students are not presented a message that the ultimate goal is assimilation |  |  |  |  |  |
| 1. Reports cards are issued in the prevalent languages of students. |  |  |  |  |  |
| 1. Teachers scaffold their instruction for ELL/MLL students by using multiple methods for conveying information, particularly nonlinguistic methods; and promoting student interaction that is structured and supported. |  |  |  |  |  |
| 1. The school is mindful not to give assignments that would be difficult or impossible for mobile students to complete. |  |  |  |  |  |
| 1. School leaders and teachers assign a peer or adult mentor to facilitate an easier adjustment for students new to the school. |  |  |  |  |  |
| 1. Teachers providing pull-out and push-in support regularly share what they are working on with general education teachers of the students they have in common. |  |  |  |  |  |
| 1. Special education and ELL/MLL teachers work with general education teachers to plan lessons that meet the needs of students with disabilities and ELL/MLL students. |  |  |  |  |  |
| 1. Service providers plan services based on data and information received from general education teachers to work on skills that the student needs to improve. |  |  |  |  |  |
| **Systems for Attendance** | | | | | |
| 1. The school uses a data system that allows individual and group attendance to be accessed and sorted easily. |  |  |  |  |  |
| 1. Attendance is emphasized from the start of the school year, rather than waiting until it becomes a problem with specific students. |  |  |  |  |  |
| 1. The school emphasizes the importance of going to school every day by providing regular recognition to students and families who have good and improved attendance. |  |  |  |  |  |
| 1. Efforts to recognize attendance are not focused entirely on perfect attendance, since the children who struggle the most with attendance will be left out of such awards. |  |  |  |  |  |
| 1. Designated school staff review the attendance and academic data for students who are identified as being at-risk of being chronically absent weekly and provides these students with targeted supports (e.g., mentoring, counseling, related services, home visits, and academic interventions). |  |  |  |  |  |
| 1. Designated school staff develop and implement action plans to address identified attendance trends. These action plans include activities such as incentives, celebrations, home visits, and supportive services. |  |  |  |  |  |
| 1. Support of students struggling with attendance intensifies based on data so that those who have the most difficulty are receiving the most support. |  |  |  |  |  |
| 1. Prior to the start of the school year, school leaders review historical attendance data to identify additional supports for identified attendance patterns. Students who have a history of being at-risk for attendance are provided targeted supports at the start of the school year. |  |  |  |  |  |
| 1. The school’s outreach to students with low attendance is personal and done by an adult with a strong relationship with the student or family. |  |  |  |  |  |
| **Systems to Promote Equity** | | | | | |
| 1. The school has developed multiple alternatives to suspensions. The school’s approach to discipline focuses on conflict prevention and resolution and attempts to minimize removing or isolating students. The consequences for students not attending to their learning (e.g., sleeping, tardiness) do not involve removal from class. |  |  |  |  |  |
| 1. Homework that is assigned can be done independently. |  |  |  |  |  |
| 1. Teachers implement strategies that hold all students accountable to participate in discussions and respond to questions, rather than those who raise their hand. |  |  |  |  |  |
| 1. The school has clear protocols for assigning students to teachers that ensure equitable access to high-quality instructors and does not allow parents to handpick their child’s teacher. |  |  |  |  |  |
| 1. The school has reviewed its discipline data to ensure that no specific group of students has been disproportionally punished as a whole or for specific infractions (e.g., dress code, defiance). |  |  |  |  |  |
| 1. The school has reviewed the dress code and how it is enforced to ensure that it respects cultural differences and that students are not receiving messages that they should be ashamed of who they are. Students who violate the dress code are not shamed, called out publicly, or forced to wear embarrassing garments. Students are not sent home for dress code violations. |  |  |  |  |  |
| 1. The school has an expectation that teachers will pronounce students’ names correctly, and that all students have the opportunity to pronounce their names to teachers at the start of the year and when appropriate to clarify accurate pronunciation. |  |  |  |  |  |
| 1. The school makes sure that students are not denied access to extracurricular or enrichment opportunities because of English language skills, a lack of busing or transportation. |  |  |  |  |  |
| 1. Students routinely work together in diverse groups. |  |  |  |  |  |
| 1. The school monitors participation in advanced and honors coursework, and if groups are underrepresented, the school implements strategies to recruit students to increase representation. |  |  |  |  |  |
| 1. The school has reviewed its grading and homework policy to ensure that both allow students equal opportunity for success regardless of their access to adults at home. |  |  |  |  |  |
| 1. The school makes sure that curricular materials include diverse perspectives and backgrounds, including linguistic diversity. Cultural representations move beyond acknowledging holidays and heroes. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. |  |  |  |  |  |
| 1. Staff have had training on implicit bias and use the information learned to ensure that equitable opportunities are provided to students. |  |  |  |  |  |
| 1. Student grades reflect where students ended their learning, rather than where they began, by offering opportunities for retakes and additional supports instead of averaging results throughout the term. |  |  |  |  |  |
| 1. When a student is suspended, school staff develop a plan to re-engage the student in the school setting upon his or her return. |  |  |  |  |  |
| **Systems for Collaboration** | | | | | |
| 1. Teachers prepare a resource document for substitute teachers that includes guidance such as classroom routines, rules, behavior system, and student-specific information. |  |  |  |  |  |
| 1. School leaders provide new teachers, including both first year teachers and teachers who are new to the building, with training on topics such as school expectations, initiatives, and policies. |  |  |  |  |  |
| 1. The school deliberately avoids assigning new teachers a disproportionately large number of students with academic and/or behavior needs. |  |  |  |  |  |
| 1. Teachers work with school leaders to develop agendas for team meetings. Team meetings include activities such as sharing strategies, modifying plans to infuse interdisciplinary or social-emotional learning opportunities, and feedback on student work. |  |  |  |  |  |
| 1. School leaders assign a mentor to each novice teacher. Mentors collaborate with novice teachers to provide support in areas such as planning, implementation of instructional practices, and classroom management. |  |  |  |  |  |
| 1. Mentors routinely observe mentees delivering instruction and provide feedback in a supportive manner. |  |  |  |  |  |
| 1. PD contains collaborative opportunities for teachers to learn and problem-solve together. |  |  |  |  |  |
| 1. PD involves minimal lecturing. Instead PD is developed around authentic artifacts, interactive activities, and opportunities for teachers to analyze, reflect, and try out new strategies. |  |  |  |  |  |
| 1. After PD is delivered, coaching and support are provided to teachers for implementing strategies learned in PD. |  |  |  |  |  |
| 1. Teachers have regularly scheduled time to share their experiences with implementing strategies learned in PD during meetings with colleagues (e.g., common planning time, team meetings, PLCs). |  |  |  |  |  |
| 1. The school has a system in place so that whenever there is a substitute teacher, a teacher that teachers the same grade or subject will stop and check-in with the substitute during the day. |  |  |  |  |  |
| 1. Teachers provide colleagues with advice on how to improve their instructional practices through activities such as inter-visitation and mentoring. |  |  |  |  |  |
| 1. Teachers have regularly scheduled time to share their experiences with implementing strategies learned in PD during meetings with colleagues (e.g., common planning time, team meetings, PLCs). |  |  |  |  |  |

Of the areas identified as not already in place, which would have the biggest impact?

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Which of these items would you like to explore further during your Needs Assessment?

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What steps could you take to extend the systems and structures within the school?

Right away:

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Over the long term:

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## Part 2: School Leadership

|  | **Doing this** | | **Not doing this** | | |
| --- | --- | --- | --- | --- | --- |
| Already established | Just getting started | Could do this easily | This will take time | This will be difficult |
| **Awareness and Problem Solving** | | | | | |
| 1. The principal identifies tasks that should be handled by others and delegates accordingly, allowing the principal to address priority tasks. |  |  |  |  |  |
| 1. When resolving issues, school leaders meet with staff to get feedback regarding why an issue exists and suggestions to address it. |  |  |  |  |  |
| 1. When resolving issues, school leaders meet with students, teachers, and other relevant stakeholders (e.g., families, community members, community partners) to get feedback regarding why an issue exists and suggestions to address it. |  |  |  |  |  |
| 1. The principal consults with students, teachers, and parents when considering new initiatives and strategies. |  |  |  |  |  |
| 1. The principal regularly incorporates surveys into his/her leadership to understand the perceptions of staff and other stakeholders. |  |  |  |  |  |
| **Culture and Climate of Success** | | | | | |
| 1. School leaders have established expectations for a school-wide behavior system that includes common rules and incentives. |  |  |  |  |  |
| 1. School leaders greet students, staff, and families at arrival and dismissal. |  |  |  |  |  |
| 1. School leaders have shared annual school goals and priorities that are understood by staff, students, and families. |  |  |  |  |  |
| 1. School leaders are careful not to overwhelm the staff with a number of new, competing initiatives each year. |  |  |  |  |  |
| 1. School staff embrace the annual school goals and priorities and confirm that they are the right ones for the school. |  |  |  |  |  |
| 1. Staff takes collective responsibility for achieving the school-wide expectations and goals for student learning and behavior by reinforcing skills and expectations across all school settings. |  |  |  |  |  |
| **Shared Vision for Learning and Achievement** | | | | | |
| School leaders reinforce the annual school goals and priorities through faculty meetings, professional development, and teacher feedback. |  |  |  |  |  |
| 1. The principal has established a Leadership Team that shares in decisions of substance pertaining to curriculum, instruction, professional development, and family engagement. |  |  |  |  |  |
| 1. School leaders reinforce the annual school goals and priorities through faculty meetings, professional development, and teacher feedback. |  |  |  |  |  |
| 1. The principal celebrates individual, team, and school successes, particularly those related to student learning. |  |  |  |  |  |
| 1. School leaders present a unified message and communicate with the enthusiasm and confidence to inspire others. School leaders avoid ambiguity in their messaging. |  |  |  |  |  |
| 1. School leaders have identified specific short-term benchmarks regarding the implementation of all new initiatives. When benchmarks are not reached, the modifications to the school’s approach are made. |  |  |  |  |  |
| 1. The school’s Leadership Team routinely looks at current school performance data and aggregated observation data to make decisions about school improvement and professional development. |  |  |  |  |  |
| **Instructional Leadership** | | | | | |
| 1. School leaders have established expectations for the planning and delivery of instruction, such as common elements of lesson plans, collaborative planning norms, and prioritized instructional strategies. |  |  |  |  |  |
| 1. The principal reviews and provides feedback on the observations conducted by other administrators. |  |  |  |  |  |
| 1. School leaders are aware of the key takeaways staff are expected to learn at professional development conducted by others, and school leaders find ways to support staff in the implementation of new practices. |  |  |  |  |  |
| 1. School leaders handle desk-related responsibilities outside of instructional hours to maximize their ability to visit classrooms and interact with staff and students. |  |  |  |  |  |
| 1. Feedback from school leaders is consistent. Feedback is actionable and, when applicable, identifies specific expectations to be implemented by a specified time. |  |  |  |  |  |
| 1. School leaders monitor and analyze assessment and class visitation data to identify grade-level, department, and classroom trends and areas of concern regarding planning and delivery of instruction. School leaders address any concerns that are identified. |  |  |  |  |  |
| 1. School leaders regularly re-visit classrooms to ensure that teachers are incorporating feedback from previous class visits into their planning and delivery of instruction. |  |  |  |  |  |
| 1. The tool used to visit classrooms address quality and impact of what is observed, rather than just compliance and frequency of practices observed. |  |  |  |  |  |
| 1. The feedback provided connects to identified instructional priorities. |  |  |  |  |  |
| **Managing Resources** | | | | | |
| 1. The principal is mindful of the amount of work assigned to other administrators and to staff and considers the work demands on others when identifying new initiatives and assignments. |  |  |  |  |  |
| 1. Schools leaders regularly acknowledge the contributions of staff. |  |  |  |  |  |
| 1. School leaders involve teacher leaders in the hiring and induction process of new staff. |  |  |  |  |  |
| 1. School leaders intentionally minimize interruptions to instruction (e.g. PA announcements, phone calls to classrooms, requests during teaching time). |  |  |  |  |  |
| 1. The school priorities and goals drive school leaders’ decisions around how to spend time (e.g., faculty meetings) and discretionary funding (e.g., field trips, materials). |  |  |  |  |  |
| 1. The principal has an expectation that all scheduled meetings have an agenda. |  |  |  |  |  |
| 1. The principal identifies performance goals and expectations for any administrative and non-instructional staff (e.g. counselors, instructional coaches) that report directly to the principal. |  |  |  |  |  |
| 1. School leaders provide new staff with mentoring and coaching to foster professional growth. |  |  |  |  |  |
| 1. The principal arranges for teacher candidates to conduct a demonstration lesson with students as part of the hiring process. |  |  |  |  |  |
| 1. The principal provides feedback designed to improve performance of all administrative and non-instructional staff who report directly to the principal. |  |  |  |  |  |
| 1. School leaders establish a master schedule that includes regular co-planning time for general education and subgroup-specific educators and para-professionals (e.g., special education, English as a new language, speech). |  |  |  |  |  |
| 1. School leaders meet regularly with the after-school program leaders to ensure that the supports for children are aligned with the school’s goals. |  |  |  |  |  |
| 1. The principal provides opportunities for teachers to share their strengths with other teachers. |  |  |  |  |  |
| 1. The principal conducts exit interviews with all staff who leave the school to understand their motivations for leaving. Principals use this knowledge to enhance ongoing teacher retention efforts. |  |  |  |  |  |
| 1. The school schedule has been purposefully designed to maximize achievement based on data collected previously (e.g., moving core classes to after first period due to tardiness, re-scheduling core classes from after the lunch period due to behavior, moving back the student lunch time, having elementary students eat after recess). |  |  |  |  |  |
| **Cultivating Partnerships** | | | | | |
| 1. The principal cultivates partnerships with families and the community to bring a variety of resources that enrich students’ learning to the school. () |  |  |  |  |  |
| 1. The school intentionally integrates the resources of partner organizations and of families to expand the range of learning opportunities. () |  |  |  |  |  |
| 1. Staff, students, families, and community members meet regularly to discuss school needs and share ideas and resources that may address these needs. () |  |  |  |  |  |

Of the areas identified as not already in place, which would have the biggest impact?

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Which of these items would you like to explore further during your Needs Assessment?

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What steps could you take to extend the impact of your leadership within the school?

Right away:

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Over the long term:

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