| **it’s** |  **what** | **we** | **do** |  |
| --- | --- | --- | --- | --- |
| looking backleading4ward | which of these impacted us the most?* accountability
* changes in assessment
* writing/reading
* new staff
 | leaders mentors and new teachers | * build common language and understanding through common experiences for important topics like assessment, writing/reading, etc.
* help new teachers to prioritize, pace and chunk their new learning to minimize stress
* induction program
* first-year teacher academy
* mentoring and coaching professional learning to support new teachers
* resources
* new teacher site
* first-year teacher notebook
* mentoring and coaching notebook
 |  |
| navigating the noise | how will we maximize the use of assessments?how will accountability ratings impact our focus on student learning? | leaders mentors and new teachers | * identify who will take the responsibility
* develop a plan for gradual release of responsibility
 |  |
| how will state adopted or district selected instructional resources impact our instructional program? | leaders and mentors  | * access and support around the resources that are available
* instructional strategies playlist
* think it up! & thinking stems
* quickchecks
 |  |
| launching the year | how do we ensure a good start to the new year? | leaders and mentors | * set the tone – inspire hope (don’t feed the fear)
 |  |
| nurturing the new | how do we support new leaders and new teachers? | leaders | * prioritize focus areas in logical, learnable chunks
* induction program
* first-year teacher academy
* mentor teacher academy
* provide ongoing professional development for first-year teachers and mentors
* develop a calendar for induction and mentoring support
* commit to simplicity and help new teachers focus
 |  |
| getting into the groove    | what routines and processes do we put in place? | leaders mentors and new teachers | * revisit, prioritize, simplify, and focus routines
* district and campus leaders
* new to profession teachers
* mentors
 |  |
| taking care of business | how will we use our funding resources to maximize student learning? | leaders | * evaluate funding sources, such as
* remaining ESSER III funds
* Title II
 |  |