**2020-2021 School Year Continuous Stepback and Reflection Checklists**

*The checklists below can be used with school and/or system leadership teams to reflect on the current state. Answers to these statements can help guide continuous improvement efforts.*

**Leadership**

| **Indicator** | **Yes / No** | **Notes** |
| --- | --- | --- |
| We have a clear leadership group. |  |  |
| We have clarity about priority groups of students. |  |  |
| Our leadership group includes representation of our community and focuses on priority groups of students. |  |  |
| We know how decisions are getting made. |  |  |
| We have a clear vision of success for the year. |  |  |
| We have clear goals for the year. |  |  |
| We have regular information about progress towards goals by priority group. |  |  |
| We have clear and supported norms in our work together. |  |  |
| We have a way to check in on the health of our interactions as a leadership group. |  |  |
| We have structures in place/scheduled time to reflect and adjust our plans. |  |  |

**Schedule**

| **Indicator** | **Yes / No** | **Notes** |
| --- | --- | --- |
| We understand what type(s) of virus spread would trigger changes in our plan. |  |  |
| We have clarity about the health directives in each version of the plan. |  |  |
| We know the priority for how time is spent across schedules. |  |  |
| We have a schedule with appropriate time for each scenario. |  |  |
| We have clarity about staffing for each scenario. |  |  |
| We know how teachers will be assigned if we need to adjust. |  |  |

**Coherent and Equitable Instructional System**

| **Indicator** | **Yes / No** | **Notes** |
| --- | --- | --- |
| We have clarity about the priority content we are teaching in each grade and subject. |  |  |
| We have established clear guidelines for how to support unfinished learning. |  |  |
| We have a systematic approach to foundational reading skills K–3. |  |  |
| We have a coherent curriculum in K–5 math. |  |  |
| We have a coherent curriculum in 6–12 math. |  |  |
| We have a coherent curriculum in K–5 reading. |  |  |
| We have a coherent curriculum in 6–12 reading. |  |  |
| We have a coherent curriculum in science. |  |  |
| We have an effective PLC structure(s) to support collaborative planning. |  |  |
| We have a clear assessment plan system-wide. |  |  |
| We have a common technology platform and teachers know how to use it. |  |  |
| We have a clear social-emotional support program. |  |  |
| We have a way to identify students with additional physical and mental health needs. |  |  |
| We know how to observe a lesson (in person). |  |  |
| We know how to observe a lesson (virtually). |  |  |
| We are sure that every student is enrolled in on-grade-level Tier I instruction. |  |  |
| We have a culture of belief in the capability of every student to engage in rigorous learning. |  |  |