Component #4 - Maintaining a Focused Effort: **The daily work and working environment are organized to allow the staff to maintain sufficient focus on their efforts while also addressing daily demands and competing initiatives.**

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
Action Plan: The action plan is a written document created by the *literacy team* and staff which describes concrete plans for improving students' writing achievement in a given year. Through the action plan, staff efforts are focused on their vision for writing and on specific *benchmarks* in pursuit of that vision.	1. Staff has developed and uses a specific plan for writing improvement - including concrete outcomes, specific *benchmarks**, activities, specific calendar of events, assessments of progress, reporting out and planning next steps. 2. Planning proceeds from identified student needs to desired outcomes, and includes high-leverage activities that are likely to produce the identified outcomes. 3. The plan is collaboratively developed by the *literacy leadership team* and full staff. 4. The plan is specific to writing and/or literacy and is part of the broader school plan. 5. The plan describes measurable changes for student work/achievement and/or the work of grade-level teams. 6. The plan addresses professional development and specifies the allocation of resources. 7. Guided by the *literacy leadership team*, the staff follows the plan throughout the year and evaluates its effectiveness.	1. Works with the *literacy leadership team* to create a process including the full staff in the development of the action plan. 2. Works with the *literacy leadership team* to secure appropriate training in action planning for the staff, the team and the principal.	1. Understands the value of working from a collaboratively created written plan. 2. Is committed to using and modifying the written plan as a concrete guide toward the vision.
Staffing Procedures/Hiring, Assignments and Teaming Staffing decisions are made to create the most effective teaching teams.	1. Prior to hiring teachers, the principal and staff identify the needed attributes for each particular position. 2. A protocol or other tool is used during the screening and interview process to assure that the desired attributes are considered during the selection process. 3. Teacher candidates are asked to commit to the school's vision for collaboration and literacy instruction, and to participation in professional development. 4. A specific, written plan is followed for the induction of new teachers into the school and into their grade-level teams. 5. The primary consideration in making teacher assignments is the formation of strong instructional teams, focused on student achievement. 6. Staff members are aware of the procedures and criteria for teacher assignments.	1. Recruits to find high-level candidates who match the desired attributes. 2. Develops an induction plan for new teachers, engaging the staff in promoting each new teacher's induction into the culture and vision of the school. 3. Assists teams to become high-functioning, collaborative communities. 4. Is transparent yet respectful in communicating the reasons for hiring decisions and staff assignments. 5. Actively negotiates to hire and place the best person in each position.	1. Undertakes and perseveres in the hard work of hiring. 2. Is steadfast and courageous in their commitment to creating a powerful team. 3. Understands others' feelings about staffing decisions and maintains a professional demeanor.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
Evaluation Process: The evaluation process leverages and supports the efforts of individual teachers toward the goals of the site action plan.	1. Each teacher's evaluation plan includes a goal targeting effective writing instruction. 2. Initially, goals may target implementation activities. Over time, goals target student growth as evidenced by concrete assessments such as fall-spring on-demand writing assessments or student portfolios. . 3. As necessary, individual teacher goals target their collaborative contributions to their teaching team and to the school as a whole.	1. Works strategically with each teacher to set an appropriate literacy goal with high-leverage activities. 2. Works with each teacher throughout the year to monitor progress toward the goal. 3. Helps the teacher secure the necessary resources to accomplish the goal.	1. Believes that individual teachers can improve their practice. 2. Is willing to invest time to assist individual teachers.
A purposeful and ordered work environment: In order to make a significant difference in student achievement, school procedures and systems must be effectively organized to support staff energies.	1. School-wide systems are in place to address routine needs. 2. Staff members follow agreed upon norms (meeting norms, operational procedures, etc.). 3. Staff takes a role in maintaining the efficient operation of the school. 4. The physical environment of the school displays evidence of the focused effort (classroom walls, hallways, library displays, etc.). 5. Sufficient time is allocated to the focused effort and spent in rigorous, high-leverage activities likely to drive important outcomes. 6. Resource decisions reflect a strong commitment to the focused effort (staffing, materials, expert voice, workshops). 7. The staff follows established protocols for efficiently accomplishing routine tasks (i.e., student study teams, special education procedures, meetings). 8. The staff uses the vision statement as a filter to minimize or decline participation in competing initiatives.	1. Sees the big picture and addresses details without getting stuck in them. 2. Organizes systems to address on-going operational requirements (i.e., calendar, discipline, parent contacts, duty schedules, obtaining and maintaining equipment and materials, budgeting, safety, problem solving, responding to mail and phone). 3. Establishes protocols for efficiently accomplishing routine tasks. 4. Delegates tasks and responsibilities that maintain efficient school operations in order to engage in instructional leadership and build staff capacity. 5. Reflects on how the school's activities and practices impact achievement. 6. Protects instructional time. 7. Systematically seeks to eliminate low leverage activities and to improve procedures. 8. Predicts and deals with day-to-day disruptions without compromising the focused effort. 9. Is sensitive to political threats to the focused effort and works to mitigate the impact.	1. Is willing to relinquish some control of delegated tasks. 2. Is alert to opportunities to enhance the focused effort. 3. Consciously and continuously reflects on progress and is open to changing course. 4. Maintains energy and stamina and recognizes a loss of energy as a signal to step back and reflect.