

# LINDENWOLD PUBLIC SCHOOLS

## DISTRICT STRATEGIC PLAN



One Band. One Sound.

2025 - 2028

## **Administrative Why**

To empower, through education, a proud, connected community where individuals thrive as confident, impactful members of society.

## **Vision**

To be a unified school district that delivers equitable, rigorous, and responsive educational experiences rooted in respect, high expectations, and care for every student and staff member.

## **Mission**

To empower, through education, a proud, connected community where individuals thrive as confident, impactful members of society.

## **Guiding Principles**

One Band, One Sound: We are one district, not isolated schools.

Equity & Access: Every student deserves access to excellent instruction, SEL supports, and high expectations.

Consistency & Clarity: Alignment in behavior expectations, communication, and instructional practices.

Partnerships: Family and community voices are critical to shaping our shared path forward.

## **Essential Questions:**

How do we know instruction is improving?

How are we addressing behavior, belonging, and trust?

Are we meeting the whole child needs without losing academic focus?

Can we consistently and effectively implement this with our staffing and budget?

## **Pillar 1: Instructional Excellence**

**The Instructional Excellence pillar focuses on strengthening high-quality Tier 1 instruction, ensuring standards-based teaching and learning, and promoting equitable access to rigorous curriculum for all students across grade levels and schools.**

**Essential Question:** How do we know instruction is improving?

### **Pillar 1 Standards Alignment: Instructional Excellence**

<b>Framework</b>	<b>Alignment</b>
QSAC	Instruction & Program; Personnel
PSEL	Standards 1, 2, 4, 6, 7
NJSLS	ELA, Mathematics, Career Readiness, SEL – All Grades

## NJSL STANDARD CORRELATION

Target Area	Content Area	NJSL Standards (Exact Codes)	Grade Levels Summary
1.1 Workshop Model Fidelity	ELA – Anchor Standards	NJLSA.R1; NJLSA.W4; NJLSA.W5; NJLSA.SL1; NJLSA.L1	All grades K–12
	ELA – Reading	RL.K–12.1; RI.K–12.1	All grades K–12
	ELA – Writing	W.K–12.4; W.K–12.5	All grades K–12
	ELA – Speaking & Listening	SL.K–12.1; SL.K–12.2	All grades K–12
1.2 Standards-Based Instruction	Cross-Content Literacy	NJLSA.R7; NJLSA.W2; NJLSA.SL4	All grades K–12
	Mathematics – Mathematical Practices	MP1; MP3; MP6	All grades K–12
1.3 Differentiated Instruction for Diverse Needs	English Language Arts	W.K–12.10; SL.K–12.1	All grades K–12
	English Language Content Development (MLs)	NJSL-ELD 1; NJSL-ELD 2; NJSL-ELD 10	K–12 Multilingual Learners
	Career Readiness, Life Literacies & Key Skills	9.4.5–12.1; 9.4.5–12.2; 9.4.5–12.3	Grades 5–12
1.4 Literacy Growth	ELA – Foundational Skills	RF.K.1–4; RF.K.3; RF.K.4	Grades K–5
	ELA – Writing	W.K–12.1; W.K–12.2; W.K–12.10	All grades K–12
1.4 Math Growth	Mathematics K–5	OA.K–5; NBT.K–5	Grades K–5
	Mathematics 6–8	RP.6; EE.6–8	Grades 6–8
	Mathematics 9–12	A-REI; F-IF; S-ID	Grades 9–12
1.5 Instructional Equity	English Language Arts	RI.3–12.6; SL.3–12.1	Grades 3–12
	Career Readiness & Social Emotional Learning	9.4.5–12.4; 9.4.5–12.5	Grades 5–12
1.6 Use Data to Drive Instruction	Cross-Content Literacy	NJLSA.R10; NJLSA.W5	All grades K–12
	Mathematics – Modeling	MP4	All grades K–12

# Pillar 1: Instructional Excellence

## How do we know instruction is improving?

Target	District-Wide Actions	Building / Department Actions	Success Indicators
<p>1.1 ECC, 4, and 5: Small Group Instruction</p> <p>LMS/LHS: Workshop Model Fidelity</p>	<p>Clarify and reinforce expectations for consistent implementation of the Instructional Workshop</p> <p>Model/Small Group Instruction. Provide ongoing professional development and regular structured walkthroughs.</p>	<p>ECC, Elem 4/5, LMS, LHS: Ensure Tier 1 implementation, peer observations, exemplars, and common planning.</p>	<p>80%+ proficiency in identified monthly walkthrough targets by June</p> <p>Anecdotal documentation: lesson plans; coaching documentation.</p>
<p>1.2 Standards-Based Instruction</p>	<p>Implement standards-based instruction aligned to NJSLs across grades K - 12.</p>	<p>Ensure curriculum maps include rationales and real-world connections.</p> <p>LMS: Develop PLCs focused on project-based learning.</p> <p>Elem: PLC Facilitators will support consistent messaging</p> <p>LMS/LHS: Academic Facilitators will support vertical alignment and consistent messaging</p>	<p>Bullseye growth;</p> <p>Learning target walkthrough data, QSAC evaluated review of curriculum (2026), admin. lesson plan review cycles (feedback evidence), creation of exemplar anchor documents</p> <p>Anecdotal documentation: PD attendance; coaching notes.</p> <p>ECC: Learning targets, real-world connections, and exemplars will reflect developmentally appropriate early childhood contexts.</p>

1.3 Differentiation	Implement PLC- and MTSS-aligned differentiation with student voice consideration.	<p>Co-teaching, peer observations, vertical articulation, AI supports.</p> <p>Counseling: collaborate with counseling teams to integrate SEL, attendance, and behavioral data into instructional decision-making</p>	<p>Benchmark and NJSLA growth.</p> <p>Creation of exemplar anchor documents</p> <p>Evidence of structured feedback loops to communicate and intentionally act on data</p>
1.4 Literacy & Math Academic Proficiency Growth	Strengthen literacy and math through explicit instruction and data cycles.	Implement UFLI, Heggerty, Grade 5 phonics, writing courses.	Growth data on: STAR, IXL, Ren. Learning, LinkIt, NJSLA.
1.5 Instructional Equity	Integrate culturally responsive teaching practices.	<p>Peer observation protocols and equity reviews.</p> <p>LHS: Peer observation cycles will emphasize cross-disciplinary instructional innovation and culturally responsive practices.</p>	<p>Curriculum audits and disaggregated data.</p> <p>Creation of exemplar anchor documents</p>
1.6 Data-Driven Instruction	Strengthen Tier 1 and MTSS practices districtwide.	<p>PLC meetings, coaching, and power standard development/identification.</p> <p>LMS/LHS: Using data to identify and develop power standards</p>	Achievement and intervention documentation.

## **Pillar 2: Culture, Climate & Communication**

The Culture, Climate, and Communication pillar centers on fostering a strong sense of belonging, shared responsibility, and transparent communication across the district. This pillar emphasizes positive relationships, restorative practices, staff morale, and meaningful engagement with families and community partners.

**Essential Question:** How are we addressing behavior, belonging, and trust?

### **Pillar 2 Standards Alignment: Culture, Climate & Communication**

<b>Framework</b>	<b>Alignment</b>
QSAC	Governance; Personnel; Operations
PSEL	Standards 3, 5, 7, 8, 9
NJSLS	Social Emotional Learning; Comprehensive Health; Career Readiness – All Grades

## NJSLS STANDARD CORRELATION

Target Area	Content Area	NJSLS Standards (Exact Codes)	Grade Levels Summary
2.1 Cultivate Belonging & Pride	Social Emotional Learning (SEL)	NJSLS-SEL.K-12.1; NJSLS-SEL.K-12.2; NJSLS-SEL.K-12.3; NJSLS-SEL.K-12.5	All grades K-12
	Career Readiness, Life Literacies & Key Skills	9.4.5-12.4; 9.4.5-12.5	Grades 5-12
2.2 Promote Empathy with Accountability	Social Emotional Learning (SEL)	NJSLS-SEL.K-12.2; NJSLS-SEL.K-12.3; NJSLS-SEL.K-12.4	All grades K-12
	Comprehensive Health & Physical Education	2.1.PGD.1; 2.1.PGD.2; 2.1.SSH.1; 2.1.SSH.2	All grades K-12
2.3 Streamline Communication Systems	ELA – Speaking & Listening	SL.K-12.1; SL.K-12.4; SL.K-12.6	All grades K-12
	Career Readiness, Life Literacies & Key Skills	9.4.5-12.3; 9.4.5-12.6	Grades 5-12
2.4 Increase Staff Morale & Collaboration	Social Emotional Learning (SEL)	NJSLS-SEL.K-12.1; NJSLS-SEL.K-12.5	All grades K-12
	Career Readiness, Life Literacies & Key Skills	9.4.5-12.1; 9.4.5-12.8	Grades 5-12

## Pillar 2: Culture, Climate & Communication

### How are we addressing behavior, belonging, and trust?

Target	District-Wide Actions	Building / Department Actions	Success Indicators
2.1 Cultivate Belonging & Pride	<p>Recognize students and staff for positive contributions and academic achievement.</p> <p>Celebrate district pride and post-secondary pathways.</p>	<p>ECC, Elem 4/5, LMS, LHS: Implement recognition systems (PBSIS), student organizations (during/after school), Tier 1 events, and schoolwide celebrations.</p>	<p>Increased student involvement in extracurricular activities.</p> <p>Observed consistent implementation of PBSIS at all levels.</p> <p>Development of LMS Lion’s Way Course, LHS Advisory, and LMS/LHS School-Wide SEL Days</p> <p>Evidence of routine processes and procedures.</p> <p>Reduction in behavior referrals.</p> <p>Increased family participation.</p> <p>Improved community survey results.</p>
2.2 Promote Empathy with Accountability	<p>Provide professional development differentiating empathy and accountability. Reinforce restorative practices district-wide.</p>	<p>Embed restorative practices in SEL lessons.</p> <p>LHS: Establish advisory-based SEL.</p> <p>Elem./LMS: Increase counselor-led push-in lessons.</p>	<p>Reduction in OSS/AIR referrals.</p> <p>Improved climate survey results.</p> <p>Decrease in founded HIB incidents.</p> <p>Counselor lesson schedule and analysis with correlated data to examine impact</p>

			PBIS implementation monitoring using building-level lesson tracking tools to ensure consistent instruction and reinforcement of expectations.
2.3 Streamline Communication Systems	<p>Use common messaging and templates.</p> <p>Improve multilingual communication access.</p>	<p>Consistent communication through newsletters, updated websites, social media engagement, and translated communication across all buildings.</p> <p>Buildings will maintain shared digital collaboration spaces to ensure consistent communication, access to resources, and aligned messaging</p>	<p>Improved family access to information.</p> <p>Increased engagement metrics. Positive staff and family feedback.</p>
2.4 Increase Staff Morale & Collaboration	<p>Establish a districtwide system to recognize staff contributions.</p> <p>Build peer feedback cycles and morale-building opportunities.</p>	<p>Embrace team-building activities, staff recognition programs, surveys, wellness initiatives, and PLC collaboration.</p>	<p>Staff survey data reflects improved morale.</p> <p>Decrease in staff disciplinary referrals.</p> <p>Improved staff attendance.</p>

### **Pillar 3: Student Success & Well-Being**

The Student Success and Well-Being pillar focuses on ensuring that all students are supported academically, socially, emotionally, and behaviorally. Through aligned SEL systems, consistent staff responses, and strong family partnerships, the district promotes safe, inclusive, and supportive learning environments that enable students to thrive.

**Essential Question:** Are we meeting the whole child’s needs without losing academic focus?

#### **Pillar 3 Standards Alignment: Student Success & Well-Being**

<b>Framework</b>	<b>Alignment</b>
QSAC	Instruction & Program; Personnel; Operations
PSEL	Standards 3, 4, 5, 8, 9
NJSLS	Social Emotional Learning; Comprehensive Health; Career Readiness – All Grades

## NJSLS STANDARD CORRELATION

Target Area	Content Area	NJSLS Standards (Exact Codes)	Grade Levels Summary
3.1 Define & Implement SEL Supports	Social Emotional Learning (SEL)	NJSLS-SEL.K–12.1; NJSLS-SEL.K–12.2; NJSLS-SEL.K–12.3; NJSLS-SEL.K–12.4; NJSLS-SEL.K–12.5	All grades K–12
	Comprehensive Health & Physical Education	2.1.PGD.1; 2.1.PGD.2; 2.1.SSH.1; 2.1.SSH.2	All grades K–12
3.2 Build SEL Prevention Culture	Social Emotional Learning (SEL)	NJSLS-SEL.K–12.1; NJSLS-SEL.K–12.2; NJSLS-SEL.K–12.3	All grades K–12
	Career Readiness, Life Literacies & Key Skills	9.4.5–12.1; 9.4.5–12.4; 9.4.5–12.5	Grades 5–12
3.3 Consistent Staff Response to SEL/Behavioral Needs	Social Emotional Learning (SEL)	NJSLS-SEL.K–12.2; NJSLS-SEL.K–12.3; NJSLS-SEL.K–12.5	All grades K–12
	English Language Arts – Speaking & Listening	SL.K–12.1	All grades K–12
3.4 Address Student Peer Stress & Social Challenges	Social Emotional Learning (SEL)	NJSLS-SEL.K–12.3; NJSLS-SEL.K–12.4; NJSLS-SEL.K–12.5	All grades K–12
	Career Readiness, Life Literacies & Key Skills	9.4.5–12.6; 9.4.5–12.8	Grades 5–12
3.5 Strengthen Family Outreach	English Language Arts – Speaking & Listening	SL.K–12.1; SL.K–12.4	All grades K–12
	Career Readiness, Life Literacies & Key Skills	9.4.5–12.3; 9.4.5–12.7	Grades 5–12

## Pillar 3: Student Success & Well-Being

### Are we meeting the whole child’s needs without losing academic focus?

Target	District-Wide Actions	Building / Department Actions	Success Indicators
3.1 Define & Implement SEL Supports	Clearly communicate tiered SEL supports and access protocols.  Align SEL practices with MTSS.	ECC, Elem 4/5, LMS, LHS: Define Tier 1–3 SEL supports, implement advisory SEL (LHS), and integrate SEL check-ins.	SEL strategies observed in classrooms.  Increased use of Move This World. Decrease in OSS/AIR referrals.  Broaden our range of SEL and prevention-based behavioral interventions
3.2 Build SEL Prevention Culture	Provide professional development in SEL curricula and proactive practices.  Allocate PD time for SEL exploration.	Embed SEL competencies in instruction.  Implement Move This World (PK – Gr. 5), School Connect, Teen PEP (LHS), and NJ4S supports.	Progress monitor student development of SEL skills and improved behavior  Increased proactive SEL strategy implementation.  SEL program usage reports.
3.3 Embrace Consistent Staff Response to SEL/Behavioral Needs	Ensure consistent expectations and practices among counselors, administrators, and support staff.	Establish Care Teams (LMS) document interventions, and train staff on Tier 2 and Tier 3 supports.	PBIS walkthrough data confirms consistency.  MTSS meeting documentation maintained.  Creation of Tier 2 and 3 SEL intervention strategy menu
3.4 Address Student Peer Stress and Social Challenges	Provide targeted supports addressing peer relationships, stress, and social development.	Integration of small-group counseling, mentoring programs,	Reduction in peer conflict referrals.  Improved student survey data.

		advisory lessons, peer mediation, and counselor push-in lessons.	Mentoring participation logs.
3.5 Strengthen Family Outreach	<p>Expand Parent Academy offerings.</p> <p>Increase multilingual outreach and visible leadership engagement.</p>	<p>Integrate multiple communication platforms, PTA development within schools, expanded take-home resources, expand college and FAFSA workshops, and implement family engagement events.</p> <p>ECC: Leverage Atlantic Care grant-supported initiatives to engage families prior to enrollment and strengthen early trust and connection.</p>	<p>Increased family participation.</p> <p>Higher survey response rates.</p> <p>Increased use of Care Solace.</p> <p>Survey growth feedback</p>

## **Pillar 4: Professional & Organizational Capacity**

The Professional and Organizational Capacity pillar focuses on building systems, structures, and leadership capacity that support continuous improvement. This pillar emphasizes meaningful professional learning, shared leadership, consistency of expectations, staff wellness, and systemic planning to sustain long-term success.

**Essential Questions:** Can we consistently and effectively implement the plan with our staffing and budget?

### **Pillar 4 Standards Alignment**

<b>Framework</b>	<b>Alignment</b>
QSAC	Personnel; Governance; Operations
PSEL	Standards 6, 7, 8, 9, 10
NJSLS	Career Readiness, Life Literacies, SEL – All Grades

## NJSLS STANDARD CORRELATION

<b>Target Area</b>	<b>Content Area</b>	<b>NJSLS Standards (Exact Codes)</b>	<b>Grade Levels Summary</b>
<b>4.1 Empower Staff Through Meaningful PD</b>	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.1; 9.4.5–12.2; 9.4.5–12.8</b>	<b>Grades 5–12</b>
	<b>Social Emotional Learning (SEL)</b>	<b>NJSLS-SEL.K–12.1; NJSLS-SEL.K–12.5</b>	<b>All grades K–12</b>
<b>4.2 Promote Consistency of Expectations</b>	<b>English Language Arts – Speaking &amp; Listening</b>	<b>SL.K–12.1; SL.K–12.6</b>	<b>All grades K–12</b>
	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.3; 9.4.5–12.7</b>	<b>Grades 5–12</b>
<b>4.3 Support Innovation &amp; Reduce Burnout</b>	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.8; 9.4.5–12.12</b>	<b>Grades 5–12</b>
	<b>Social Emotional Learning (SEL)</b>	<b>NJSLS-SEL.K–12.4; NJSLS-SEL.K–12.5</b>	<b>All grades K–12</b>
<b>4.4 Increase Voice in Decision-Making</b>	<b>English Language Arts – Speaking &amp; Listening</b>	<b>SL.K–12.1; SL.K–12.4</b>	<b>All grades K–12</b>

	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.6; 9.4.5–12.7</b>	<b>Grades 5–12</b>
<b>4.5 Systemic Planning</b>	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.2; 9.4.5–12.11</b>	<b>Grades 5–12</b>
<b>4.6 Cultivate Teacher Leaders</b>	<b>Career Readiness, Life Literacies &amp; Key Skills</b>	<b>9.4.5–12.9; 9.4.5–12.10</b>	<b>Grades 5–12</b>
	<b>Social Emotional Learning (SEL)</b>	<b>NJSLS-SEL.K–12.1; NJSLS-SEL.K–12.3</b>	<b>All grades K–12</b>

## Pillar 4: Professional & Organizational Capacity

**Can we consistently and effectively implement the plan with our staffing and budget?**

Target	District-Wide Actions	Building / Department Actions	Success Indicators
4.1 Empower Staff Through Meaningful Professional Development	Design a yearlong professional development calendar aligned to district priorities including MTSS, problem-based learning SEL, equity, behavior, and multilingual learner supports.	ECC, Elem 4/5, LMS, LHS: Implement job-embedded learning, PLCs, district structured walkthroughs, coaching cycles, and common planning time.	<p>PD calendars maintained. Staff participation rates. and walkthrough documentation.</p> <p>PLC agendas and documentation will be used to monitor instructional focus, data analysis, and follow-through on action steps</p>
4.2 Promote Consistency of Expectations Across Buildings	<p>Build shared instructional and behavioral language across schools.</p> <p>Audit practices for consistency.</p>	Grade-level and department meetings, common planning, PLCs, walkthroughs, and counselor resource sharing.	<p>Consistent implementation observed.</p> <p>PLC and meeting notes maintained.</p> <p>Walkthroughs completed regularly.</p> <p>Maintenance of active Google Classrooms to communicate with counselors</p>
4.3 Support Innovation and Reduce Staff Burnout	Promote staff wellness, morale, and innovation while reducing reactive practices.	Team-building activities, recognition events, wellness initiatives, and opportunities for staff-led innovation.	<p>Reduction in staff resignations and absences.</p> <p>Increased staff engagement.</p> <p>Celebration documentation.</p>

<p>4.4 Increase Voice in Decision-Making</p>	<p>Establish structures that promote staff and stakeholder voice in district and building decisions.</p>	<p>Teacher advisory councils, representative committees, surveys, focus groups, and listening sessions. Collaboration of these identified groups will engage in feedback loop cycles for major Annual School Plan decisions.</p>	<p>Survey data reflects staff voice. Meeting minutes and feedback documentation maintained.</p>
<p>4.5 Stop Triage Responses; Start Systemic Planning</p>	<p>Shift from reactive responses to proactive, data-informed planning.</p>	<p>Align school improvement plans with district goals.  Develop and communicate consistent Tier 1 practices and proactive Tier 2 and Tier 3 protocols.</p>	<p>ASP alignment documented. MTSS plans maintained. Decrease in office referrals.</p>
<p>4.6 Embrace &amp; Cultivate Teacher Leaders</p>	<p>Develop and empower teacher leaders through shared leadership structures and PLC facilitation.</p>	<p>Teacher-led PLCs, participation in Tier 1 meetings, leadership roles in curriculum and MTSS planning.</p>	<p>Teacher survey results indicate increased leadership opportunities. Tier meeting agendas documented. Creation and implementation of MTSS handbook development.  PLC Google classroom development (PK-5),  Implementation of consultant-supported planning: math, ML, and MTSS.  Development of academic facilitators as teacher leaders in each department</p>

## Success Criteria Measuring Tools

<b>Pillar</b>	<b>Success Indicator / Data Collection Measure</b>	<b>Data Source / Evidence</b>	<b>Responsible Party (Role)</b>
Pillar 1: Instructional Excellence	Workshop Model fidelity (80%+ proficiency)	Walkthrough rubric data; lesson plans; coaching documentation	All Administration / Directors of Curriculum (coaching artifacts)
Pillar 1: Instructional Excellence	Standards-based instruction quality	Bullseye walkthrough scores; lesson plan reviews	All Administration
Pillar 1: Instructional Excellence	Student growth on benchmarks and NJSLA	Benchmark assessments; NJSLA results	Directors of Curriculum
Pillar 1: Instructional Excellence	Adaptive program growth	STAR, IXL, LinkIt reports	Directors of Curriculum
Pillar 1: Instructional Excellence	Instructional equity evidence	Curriculum audits; disaggregated data	All Administration
Pillar 1: Instructional Excellence	Effective MTSS implementation	PLC agendas; MTSS logs; intervention plans	Building Principals, Director of Counseling, Directors of Curriculum

Pillar 2: Culture, Climate & Communication	Sense of belonging and pride	Climate surveys (students, staff, families)	Superintendent Dr Mancinelli (Student Voice Project)
Pillar 2: Culture, Climate & Communication	Behavioral improvement	Referral logs; OSS/AIR data	Building Principals, Director of Counseling
Pillar 2: Culture, Climate & Communication	Communication effectiveness	Family surveys; website engagement metrics	Superintendent
Pillar 2: Culture, Climate & Communication	Staff morale and collaboration	Staff engagement surveys; attendance data	All Administration supervising engagement, Building Principals
Pillar 2: Culture, Climate & Communication	PBIS fidelity	PBIS walkthrough data; lesson tracking tools	Building Principals
Pillar 3: Student Success & Well-Being	Tiered SEL implementation	SEL program usage reports; MTSS documentation	Director of Counseling and Directors of Curriculum

Pillar 3: Student Success & Well-Being	SEL competency growth	Student SEL surveys; counselor logs	Building Principals and Director of Counseling
Pillar 3: Student Success & Well-Being	Reduction in peer conflict	Discipline data; mentoring logs	Building Principals and Director of Counseling
Pillar 3: Student Success & Well-Being	Family engagement growth	Event attendance; Parent Academy records	Building Principals and Directors of Curriculum
Pillar 3: Student Success & Well-Being	Access to counseling/community supports	Care Solace; NJ4S participation data	Director of Counseling
Pillar 4: Professional & Organizational Capacity	PD participation	PD calendars; attendance logs	Directors of Curriculum
Pillar 4: Professional & Organizational Capacity	Consistency of expectations	Audit reports; walkthrough data	All administration
Pillar 4: Professional & Organizational Capacity	Staff retention and wellness	Attendance records; resignation data; surveys	All administration

<p>Pillar 4: Professional &amp; Organizational Capacity</p>	<p>Staff voice in decision- making</p>	<p>Survey feedback; advisory council minutes</p>	<p>Building Principals, Directors of Curriculum, Superintendent</p>
<p>Pillar 4: Professional &amp; Organizational Capacity</p>	<p>Teacher leadership development</p>	<p>PLC leadership records; Tier meeting agendas</p>	<p>Building Principals and Directors of Curriculum</p>