

## Program Leader Checklist

Use this checklist to track and manage the many moving parts of Springboard programming. Refer to this checklist during coaching conversations with your Springboard support person and during delegation and check-in conversations. Tasks especially appropriate for delegation are marked with an (\*).

### **Program Preparation**

#### **Enrollment and Recruitment (can be delegated to an Enrollment Coordinator)**

- Create a recruitment plan with school administration, including recommendations for students to prioritize outreach. (\*)
- Encourage families to sign up by reaching out by phone, text, email, etc., and displaying flyers.
- Host an informational night for families (optional). (\*)
- Ensure enrollment forms are filled out completely or confirm registration with families and assist them in filling out the online form as needed. (\*)
- Enter all missing student and family data by the agreed-upon deadline. (\*)
- Support Enrollment Coordinator with reaching enrollment goals as needed (ie, send out texts, call families, publicize outreach, etc.). (\*)
- Request that student status be changed to “Withdrawal Approved” if the parents have confirmed that the child will not participate. (\*)
- Call families off the waitlist and continue outreach to fill open seats. (\*)

#### **Staff Preparation**

- My staff and I completed our necessary professional development courses.
- My staff and I have completed the Connect: Educator course and know how to use Connect.
- My staff and I know pay and reimbursement procedures.
- All site policies are communicated to all staff including attendance, behavior, emergency, etc.
- All program materials have been received (e.g., books) (if applicable).
- All book collections have been inventoried and set up for program use (if applicable). (\*)
- The arrival, dismissal, and meal processes are communicated to all staff.
- All classrooms have the technology needed for workshops and instruction. (\*)

#### **Teacher Preparation**

- My teachers attended/ completed online professional development to prepare for their role.
- I (Program Leader) have facilitated a site-based logistics training for my staff.
- My teachers all have Connect logins and know how to take attendance.
- My teachers all have Raz login information.
- My teachers have reviewed the resources provided to them (i.e., the digital lesson plans).
- My teachers know HR processes (i.e., how they will be paid and policies).
- My teachers know their arrival and dismissal times and the schedule for our PLCs.
- My teachers have the classroom materials that they will need to execute instruction. (\*)

### Preparing for Students

- I (Program Leader) have reviewed curriculum overviews.
- Teachers know how to access and have reviewed the curriculum they will be using.
- Students are registered for all open enrollment spots and a waitlist is created.
- All registered students have received confirmation of enrollment. (\*)
- The assessment plan has been communicated, including where to find resources and how to collect and record beginning assessments in Connect (if applicable).
- All enrollment information is complete for all students including current grade, media release, data release, family contact info, etc. (\*)
- Students are rostered into classes in Connect: Educator.

### Preparing for Families

- Create a welcoming environment for families and students (hang signage, assign greeters, etc.).
- Send out welcome letters, orientation invites, outreach templates, etc. (optional but highly recommended).
- Family Orientation is scheduled, and families have been invited (optional but highly recommended).
- All students have a Kids A-Z account, login information is prepared to share with families. (\*)
- Identify the languages spoken by families and the extent of any additional communication barriers (e.g., adult literacy) to create a plan for communicating with families.
- The Team-Building Huddle plan and expectations have been communicated.
- Family Workshop dates and attendance expectations have been communicated to all families.
- A plan has been made to distribute family books (and other material, if applicable). (\*)
- A plan has been made to communicate to families about how to earn and redeem rewards (via Family Orientations, Team-Building Huddles, goal letters, flyers, reminders in workshops, etc.).

## ***Beginning and During Programming***

### Coaching & Teacher Support

- Prepare for and attend City-wide meetings (if applicable). (repeating task)
- Prepare for and attend coaching calls. (repeating task)
- Visit at least one classroom and teacher each day. (repeating task)
- Debrief informally with teachers after each visit. (repeating task)
- Plan for PLC meeting and update agenda. (repeating task)

### Team-Building Huddles & Family Orientation

- Host a Family Orientation, typically during Ready Week (optional but highly recommended).
- Team-Building Huddles are complete and logged in Connect (before Family Workshop 1).
- Communicate to families about how to earn rewards.

### Beginning Assessment

- Collect or administer assessments for all registered students.
- Ensure teachers have entered all assessments in Connect (if applicable).
- Communicate any additional assessment needs with teachers.
- Rosters adjusted as needed after review of students' assessment results.

### Goals and Student Action Plans

- Review student data and goals.
- Encourage teachers to review the Student Action Plan for every student.
- Review all Student Action Plans for completion.
- Print Goal and Student Action Plan letters for families (from Connect). (\*)
- Distribute letters to families (1st or 2nd Family Workshop). (\*)
- Confirm families are getting the action plan via Connect: Family (if applicable).
- Reading Practice Target sites only:** Confirm families know how to track minutes or books read at home.

### Tasks Associated with Family Workshops

- Plan & prepare Family Workshop outreach strategies. (\*)
- Add Family Workshop assessment inserts to the Family Workshop deck when Goal and Student Action Plan letters are sent out (do once; ideally Week 2).
- Help teachers prepare for each workshop. (repeating task)
  - Review feedback from families and coach teachers on high-quality facilitation.
  - Distribute any additional materials (i.e., books, Reading Tip Sheets, sign-in sheets).
  - Ensure all teachers have the slide deck downloaded and have checked their tech.
  - Perform a practice run of a Family Workshop during PLC or another meeting.
  - Plan for multilingual families.
- Hype the workshop with students (use wristbands, rewards, games, etc.). (\*) (repeating task)
- Make sure all teachers have all the workshop materials they need. (\*) (repeating task)
- Coordinate workshop logistics (i.e., classroom setup, family sign-in, book distribution). (\*)
- Arrange for a staff member to greet families upon arrival and tell them where to go. (repeating task)
- Hang welcome and directional signs and be sure each classroom has the teacher's name and level visible outside the door. (\*) (repeating task)
- Call all families that were not present. (\*) (repeating task)
- Conduct a make-up workshop (at least 1 for every workshop). (repeating task)
- Make sure family attendance is tracked in Connect in a timely manner. (\*) (repeating task)
- Organize a plan for make-up workshops for parents who did not attend. (repeating task)
- Recognize student and family success through small rewards. (\*) (repeating task)
- Shout out classes (daily attendance, minutes ready, etc.). (\*) (repeating task)

### Tasks Associated with Supporting High-Quality Instruction

- Coach teachers on high-quality phonics (or other reading instruction) lessons.
- Coach teachers are using formative assessments to drive instruction.
- Coach teachers on using Kids A-Z for supplemental instruction.
- Allow time in PLCs or other meetings for teachers to plan, practice/model, and ask questions.

### Data Review & Clean Up

- Run reports to check for missing data and fill in gaps in missing data. (\*) (repeating task)
- Ensure all attendance (instruction and Family Workshops) is recorded. (repeating task)
- Collect quotes about reading and Springboard for your site's Impact Report.

- At least 2 quotes from students
- At least 2 quotes from teachers
- At least 2 quotes from family members
- Take pictures during Family Workshops and instruction and add them to Connect.

### Mid-Program Check-in

- Plan for mid-program assessments where appropriate.
- Plan for Halfway Day appreciation.
- Reflect and provide feedback to teachers. (repeating task)

### End of Programming and Learning Bonus Celebrations

- Complete all ending assessments (at least 24 hrs before the Learning Bonus Celebration (LBC)).
- Support teachers in entering all ending assessments in Connect (if applicable).
- Plan a celebration for the last day of programming.
  - Send home a Save the Date (early) and invitations (at least 2 weeks in advance). (\*)
  - Plan activities, decorations, food, recognize every student, family, and teacher, etc. (\*)
- Print Award Letters.
  - Review student data and family attendance.
  - Print (in Connect) and distribute award letters to families (the day before the LBC). (\*)
- Prepare for the celebration (week of LBC)
  - Organize reward books for smooth distribution. (\*)
  - Print one certificate for every student and any attendance/ other award certificates. (\*)
- Confirm that families have a working email address in Connect to receive digital rewards (if applicable; typically sites with a Tier 2 or 3 structure). (\*)

### Post programming

- I (Program Leader) have debriefed with my manager, centering on professional goals.
- Site debrief is scheduled with the school administrator/principal and Springboard Program Director.
- All teachers and staff have completed the end-of-session survey.
- Teachers and staff have been thanked for their contributions.
- Any expenses (within policy) have been submitted for reimbursement by the 7th of the following month. (i.e. if you purchased something in January that needs to be reimbursed, you must submit it in Ramp by February 7).