

# Get FREE Evidence-Based Professional Learning!



## Plan, Lead, Act, Network, and Sustain (PLANS) for Equitable Student Outcomes

**Strengthen leadership practices to sustain equity far into the future.**

### Benefits

- Increase high and equitable ELA/math learning outcomes
- Retain school leaders
- Achieve school-wide goals
- Activate stakeholder engagement
- Enact widespread leadership
- Improve school improvement processes
- Increase district and school coherence

**Get USDOE Grant-Supported Professional Learning for Your District**

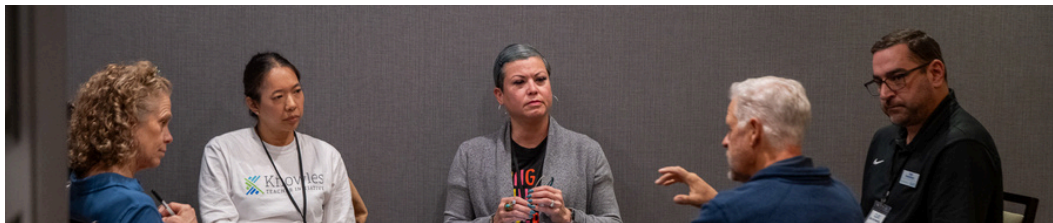
Fill out the short form and learn more in the QR code below.



[clee.org/plans](https://clee.org/plans)

## Plan, Lead, Act, Network, and Sustain (PLANS) for Equitable Student Outcomes

<b>Outcomes</b>	Increase high and equitable ELA and math learning outcomes
	Increase retention of school leaders
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Individualized Coaching and Observations</li> <li>High Engagement Peer Learning</li> <li>Cross-School Network Sessions</li> <li>Anytime Learning and Resources</li> <li>Community Asset/Need Mapping</li> </ul>
<b>District and School Criteria</b>	Schools serving grades between 3-10
	Location: Connecticut, Massachusetts, Rhode Island



**Get USDOE Grant-Supported Professional Learning for Your District**  
Fill out the short form and learn more in the QR code below.



[clee.org/plans](http://clee.org/plans)

DISCLAIMER EDGAR 75.620: The contents herein were developed under a grant from the U.S. Department of Education, Education Innovation and Research (EIR) Program. The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. The contents may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The content does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of, or be an endorsement of any views expressed or materials provided by any Federal agency.