

Directions for Preparing An Action Plan

Part I: Assessing Current Practice and Prioritizing Next Steps

Section 1.1 Action Plan: Potential Areas of Improvement

Use the PLC strategy implementation guide to explore the anchor statements and associated indicators. Have a conversation about each anchor and indicator.

1. Code the indicators on the strategy implementation guide:
 - a. What is solid and in place? How do you know?
 - b. What is in process?
 - c. Where are you stuck?
 - d. What do you see as topics to tend to?
2. Based on your highlights, consider the overarching trends and themes:
 - a. Where are your highest leverage points that will increase:
 - PLC implementation to the next highest indicator level?
 - Teachers and student learning and results?
 - b. As a team, reach consensus on two or three potential areas you will need to focus on to deepen PLC implementation.

Action Step: Fill in the Potential Area of Improvement sections on the Action Planning Form for Part I, using the language from specific indicators or combine multiple indicators in a way that makes sense to you.

Section 1.2 Action Plan: Highest-Priority Next Step

1. Based on the potential areas for improvement identified in section 1.1, reach consensus on one that holds the greatest potential to increase PLC practice and leverage the effectiveness of the team. Consider, does the prioritized next step:
 - a. Strike the right balance of effectiveness and efficiency?
 - b. Identify and implement those strategies that have the greatest potential impact to improve teaching and learning?
 - c. Build on a current area of strength?

Action Step: On the Action Planning Form for Part I, fill in the Highest-Priority Next Step section.

Section 1.3 Action Plan: Theory of Action

1. Collectively draft an If . . . Then . . . statement for your prioritized next step.
 - a. Make an intentional connection between your prioritized next step and the intended team PLC outcomes you hope you achieve.
 - b. Connect the outcomes to team actions and behaviors as well as student learning outcomes.
 - c. Confirm whether the Theory of Action statement communicates relevance and explain why your prioritized next step is essential.

Action Step: On the Action Planning Form for Part I, fill in the Theory of Action section.

Section 1.4 Action Plan: SMART Goal

1. Compare your prioritized area of need to the PLC pathway document. As a team, use evidence to reflect on the inquiry questions and determine which question best captures a specific next step.
 - a. Convert the question into a team SMART goal that is specific, measurable, attainable, results oriented, and time bound.

Action Step: On the Action Planning Form for Part I, fill in the SMART Goal section.

Part II: Identifying the Responsibilities for the Faculty or Team

Section 2.1 Action Plan: Next Steps and SMART Goal

1. Faculty Expectations

- a. Brainstorm: What will the faculty or team need to commit to in order to meet the SMART goal at the end of 100 days?
- b. Have you considered setting faculty or team expectations and commitments for:
 - i. Ongoing learning and engagement in a collaborative team coaching process?
 - ii. Developing a 100-day plan?
 - iii. Sharing the details and progress of the plan with administration and other key stakeholders?
 - iv. An ongoing communication structure to inform the system of successes and challenges?
 - v. Scheduling regular times to collaborate?
 - vi. Monitoring the goal and conducting progress checks?
 - vii. Identifying successes and celebrating?
 - viii. Intentionally connecting the goal to the school mission, vision, and collective commitments?
 - ix. Revisiting team structures?
 - x. Revisiting the seven norms of collaboration?
 - xi. Collecting tangible evidence demonstrating progress?
(For example, team observation notes, templates, prioritized standard, unwrap-
ping template, common assessments, data trackers, and so on)

Action Step: Based on your conversation, fill in the Faculty or Team Expectations column of the Action Planning Form for Part II.

2. Resources

- a. Are there internal resources that faculty or team can access to support the work toward their goal?
- b. What resources exist elsewhere in the system?
- c. What evidence-based research and books are available to investigate?
- d. Do other schools' websites hold possible solutions?

Action Step: Based on your conversation, fill in the Resources column of the Action Planning Form for Part II.

3. Persons Responsible

- a. While all team members participate and support the 100-day plan goal, the person responsible takes the lead to ensure a clear and ongoing focus.
- b. Are there different components of the plan where certain faculty or team members hold content or process expertise?

Action Step: Based on your conversation, fill in the Persons Responsible column of the Action Planning Form for Part II.

4. Timeline

- a. What is a reasonable timeline for each action item?

Action Step: Based on your conversation, fill in the Timeline column of the Action Planning Form for Part II.

Part III: Identifying the Responsibilities for the Administration

Section 3.1 Action Plan: Based on Highest-Priority Next Step and SMART Goal

1. Administrative Expectations
 - a. Brainstorm: What is everything administration will need to commit to in order to meet the goal at the end of 100 days?
 - b. Have you considered setting administrative expectations for:
 - i. Teams learning and engagement in a collaborative team coaching process?
 - ii. Sharing with faculty the details and importance of developing and committing to a 100-day plan?
 - iii. Meeting with teams to monitor progress on their 100-day plans?
 - iv. Providing professional learning for the entire faculty while differentiating learning based on individual team needs?
 - v. Identifying successes and celebrating?
 - vi. Monitoring mission, vision, and collective commitments?
 - vii. Monitoring team structures?
 - viii. Monitoring artifacts and products that demonstrate progress?

Action Step: Based on your conversation, fill in the Administrative Expectations column of the Action Planning Form for Part III.

2. Resources
 - a. How will you collect trends and patterns (formal and informal) to determine common learning needs?
 - b. How will you monitor and differentiate the support and learning each team needs to meet their goal?
 - c. Are there internal resources that the faculty or team can access to support work toward their goal?
 - d. What resources exist elsewhere in the system?
 - e. What evidence-based research and books are available to investigate?
 - f. Are there other schools or websites that they can access that have potential solutions?

Action Step: Based on your conversation, fill in the Resources column of the Action Planning Form for Part III.

3. Persons Responsible
 - a. How will administration monitor the implementation of 100-day plans and who will be assigned to take the lead to monitor and support specific teams?
 - b. Do certain administrators hold content or process expertise that can benefit certain teams and their goals?

Action Step: Based on your conversation, fill in the Persons Responsible column of the Action Planning Form for Part III.

4. Timeline
 - a. How often will you monitor and check on team progress? Do all teams require a similar timeline?

Action Step: Based on your conversation, fill in the Timeline column of the Action Planning Form for Part III.

Part IV: Preparing the Message

Section 4.1 Action Plan: Purpose (Why)

Creating a common *why* with your guiding coalition is foundational to a strong communication plan. Consider the following questions or sentence starters to craft your collective purpose (objective or *why*).

1. Explain why coaching PLC collaborative teams matters, why is it important, and specifically why the school or team should engage in this work.
2. Why is the implementation of this plan necessary?
3. Identify the purpose of PLCs for your school.
4. Why do you want to achieve this objective?

Action Step: Based on your conversation, create statements that align to your common purpose using the Action Planning Form for Part IV.

Section 4.2 Action Plan: Empowering Description (What)

Create an inspiring, positive description of the actions that you, the team, and the school will engage in to ensure the success of your PLC and collaborative teams. Remember, as you create this description, it should be energizing!

1. Describe in vivid detail what you envision your school or team will look like when this plan is completed.
2. What changes do you expect?
3. How will your school and student learning be different?
4. What elements of school life will be the same? Not everything is changing.

Action Step: Based on your conversation, create an empowering description to share with your stakeholders using the Action Planning Form for Part IV.

Section 4.3 Action Plan: Audience (Who, When, and Where)

Knowing your audience will help you create a plan to communicate your purpose and your vision. Draw upon your collective knowledge about your school's culture, team dynamics, and individual styles as you consider conditions to create a favorable environment to share your message.

1. Who are you trying to reach?
2. Will there need to be different messages to various teacher teams?
3. When is an optimal time to share the message?
4. What might you need to consider in regard to obstacles?
5. How will you react or re-message if the message is not accepted?

Action Step: Based on your conversation, list when and where and to whom you will communicate your plan using the Action Planning Form for Part IV.

Section 4.4 Action Plan: Purposeful Plan for Communicating (How)

No plan has ever improved anything. It is the people who put the plan in motion that make the difference. Design a conscious, detailed, intentional communication plan that considers:

1. Purpose—section 4.1
2. Vision—section 4.2
3. Audience—Section 4.3

Action Step: The desired result is a strong communication plan for coaching collaborative teams. Collectively determine how you will pull it all together, and fill in section 4.4 on the Action Planning Form for Part IV.