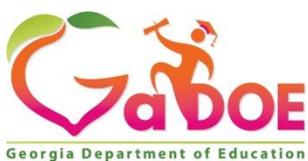


Collaborative Planning Toolkit

Division of School and District Effectiveness



February 21, 2019



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Collaborative Planning Framework

<p>MISSION</p>	<p>NEEDS ASSESSMENT</p> <ul style="list-style-type: none"> • External factors • Internal factors • Strengths • Weaknesses • Opportunities • Threats 	<p>INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> • Four critical questions 	<p>LEADERSHIP & METRICS</p> <ul style="list-style-type: none"> • Vision • SMART goals • Structures • Tools 	<p>ACTION PLANNING</p> <ul style="list-style-type: none"> • Action plans • Strategies • Resources • Allocations 	<p>PROGRESS MONITORING</p> <ul style="list-style-type: none"> • Review • Adjust • Redirect
	<p>What is the current situation?</p>	<p>What results do we seek?</p>	<p>What methods will we use?</p>	<p>What actions will be taken?</p>	<p>What progress are we making? What adjustment are needed?</p>

Mission

Mission Statement Worksheet

Adapted from the Texas Tech University Health Science Center

Structure of a Mission Statement

Use the worksheet to create your collaborative planning mission statement.

The mission of (the name of your school/district, department, team, or grade level,) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).

(Any additional clarifying statements)

Note: The order of the components of the mission statement may vary from the above sentence structure.

Needs Assessment

Self-Assessment for Administrators: Collaborative Planning Structure

Mission

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Each Grade level/course team writes a mission statement			

Needs Assessment

What is the current situation?

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Leadership team completes analysis of external and internal factors (i.e. SWOT analysis)			

Instructional Planning

What results do we seek?

Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Essential Standards: What do we expect our students to learn?

Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams group GSE standards into clusters or units and determine			



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when proficiency with each standard or cluster of standards is expected			
Grade level/course teams develop or revise scope and sequence that details when standards or cluster of standards will be taught			
Grade level/course teams deconstruct standards to understand their intent (learning targets), determine the rigor needed for proficiency of learning and establish success criteria			
Grade level/course teams identify practices and processes students need to learn with the GSE standards			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			
Common Assessments: How will we know they are learning?			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams create and use formative and summative assessments and assessment calendars			
Grade level/course teams use success criteria to create common scoring guides and rubrics to assess student learning on common assessments			
Grade level/course teams calibrate the scoring of student work on common assessments			
Grade level/course teams analyze data from common assessments and take strategic action			



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Grade level/course teams identify common weaknesses or errors in student work and take strategic action			
Grade level/course teams identify and plan for classroom formative assessment processes in daily lessons			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			
Systematic Interventions: How will we respond if they don't learn?			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams look at common weaknesses or errors in student work and group for re-teaching to re-engage all learners			
Grade level/course teams re-engage all learners without lowering the cognitive demand of the learning target or standard			
Grade level/course teams accelerate learning so students can access grade-level standards			
Grade level/course teams base decisions on data, not a student's educational label			
Grade level/course teams create systematic interventions to meet the needs of all learners			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			

Extended Learning: How will we respond if they already know it?

Components	Current Level		Next Steps
	Yes	No	
Grade level/course teams look at trends in student work and re-engage all learners			
Grade level/course teams re-engage learners and deepen their understanding of a target or standard rather than skim future grade-level content			
Grade level/course teams raise text complexity, if appropriate			
Grade level/course teams base decisions on data, not a student's education label			
Grade level/course teams honor and advance student learning			
Grade level/course teams receive effective, ongoing instructional support from school leaders, content area specialists, and district leaders in the implementation of a guaranteed and viable curriculum			

Leadership & Metrics
What methods will we use?
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Each grade level/course team writes a mission statement			
Each Grade level/course team writes at least one SMART goal			

Collaborative Planning Schedules			
Components	Current Level		Next Steps
	Yes	No	
Grade level/course team schedules include the grade level(s)/course(s)			
Grade level/course team schedules include the day(s) of the week			
Grade level/course team schedules include a time			
Grade level/course team schedules include a location			
Grade level/course team schedules include the duration			
Administrator's Schedule for Monitoring and Supporting Collaborative Planning			
Components	Current Level		Next Steps
	Yes	No	
The administrator's schedule includes grade level(s)/course(s)			
The administrator's schedule includes the day(s) of the week or month(s) of the school year			
The administrator's schedule includes a time			
The administrator's schedule includes a location			
The administrator monitors each collaborative planning session, according to the schedule			



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Meeting Expectations			
Components	Current Level		Next Steps
	Yes	No	
Expectations include reviewing course standards by unit and essential skills students need to learn the standards			
Expectations include discussing or practicing instructional strategies using the resources that will be used with the lesson			
Expectations include discussing the tasks and learning experiences given to students to meet the learning target			
Expectations include discussing the results of common assessments to improve teacher practice and to provide supports for student learning			
Expectations include discussing how teachers are addressing students who are not learning the content and students that already know the content			
Expectations include regular monitoring and support by instructional coaches and administrators			
Norms			
Components	Current Level		Next Steps
	Yes	No	
Norms include arriving to meetings on time and staying fully engaged throughout the meeting			
Norms include focusing on teaching and learning			

Norms include focusing on solutions			
Norms include teachers stating when they need help			
Norms include teaching the agreed upon concepts for each unit			
Norms include monitoring each student's learning using formative assessments and team developed common formative and summative assessments for every unit			
Norms include providing interventions and extensions to support student learning			
Agendas			
Components	Current Level		Next Steps
	Yes	No	
All team members receive agendas at least one day in advance			
Agendas include goals or expected outcomes			
Agendas include specific topics for discussion with estimated times listed			
Agendas include meeting norms agreed upon by team			
Minutes			
Components	Current Level		Next Steps
	Yes	No	
Minutes are typed in a template			
Minutes include attendees' names			



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Minutes include next steps			
Minutes are emailed to all team members or posted within two days			
Minutes are read by all team members and administrator			
Minutes are emailed to building principal or posted			
Minutes are archived			
Timeline			
Components	Current Level		Next Steps
	Yes	No	
All grade level/course team schedules will be due prior to preplanning			
The Principal communicates the expectations for collaborative planning for the school year			
All Mission and Vision statements for each department or grade level will be due by the end of the first week of school			
All norms and templates for each grade level/course team will be due by the end of the first week of school			
All SMART goals for each grade level/course team will be due by the end of the second week of school			
All assessment calendars for each grade level/course team will be submitted by the end of the third week of school			

Action Planning
What actions will be taken?
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Actions plan are created by each grade level/course team for the school year that is based on a needs assessment and aligned to the school improvement plan			
Research-based strategies are used to create the action plan			
Resources (i.e. technology, money, and human) are written in the action plan			
Data that will be used for progress monitoring is written in the action plan			

Progress Monitoring
What progress are we making? What adjustments are needed?
Use the table to identify the components you have already included in your collaborative planning process and those that need to be added.

Components	Current Level		Next Steps
	Yes	No	
Each collaborative planning team creates action plans for the school year that are (a) based on needs assessment and (b) aligned to the school improvement plan			
Evidence-based strategies are used to create the action plan			
Resources (i.e. technology, money, and human) are written in the action plan			



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Data that will be used for progress monitoring is written in the action plan			
Grade level/course teams effectively use available tools and resources to ensure the individual needs of all students are being met			

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Tool



Transitioning from your current role to the role of instructional leader provides significant opportunities and challenges. Complete the chart below, identifying the strengths, weaknesses, opportunities, and threats you see in mobilizing the leadership team to take on an instructional leadership role and be an important player in improving teaching and learning at your school.

<p>Strengths</p>	<p>Weaknesses</p>
<p>Opportunities</p>	<p>Threats</p>

Instructional Planning

The Work:

Collaborative Teams use 4 critical questions to drive collective inquiry and decision-making

What do we want our students to learn?			
Collaborative Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> Group GSE standards into clusters or units. Determine when proficiency with each standard or cluster of standards is expected. Develop or revise scope and sequence that details when standards or cluster of standards will be taught. Deconstruct standards to understand its intent (learning targets), determine the rigor needed for proficiency of learning and establish success criteria. Identify practices and processes students need to learn with the GSE standards. 	Elementary <ul style="list-style-type: none"> Georgia Standards of Excellence Elementary School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	Middle School <ul style="list-style-type: none"> Georgia Standards of Excellence Middle School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	High School <ul style="list-style-type: none"> Georgia Standards of Excellence High School Mathematics PLC GaDOE Social Studies PLC's on edWeb Georgia Milestones Achievement Level Descriptors Lexile Framework for Reading Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)
How will we know if our students have learned it?			
Collaborative Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> Create and use formative and summative assessments. (Assessment Calendars) Use success criteria to create common scoring guides and rubrics to 	Elementary School <ul style="list-style-type: none"> EOG Assessment Guides 	Middle School <ul style="list-style-type: none"> EOG Assessment Guides 	High School <ul style="list-style-type: none"> EOG Assessment Guides



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<p>assess student learning on common assessments.</p> <ul style="list-style-type: none"> • Calibrate scoring of common assessments. • Analyze data from common assessments and take strategic action. • Identify trends in student work and take strategic action. • Identify and plan for classroom formative assessment processes in daily lessons. 	<ul style="list-style-type: none"> • EOG Item and Scoring Samplers • GKIDS • EOC Assessment Guides • EOC Item and Scoring Samplers • Georgia Milestones Achievement Level Descriptors • Georgia Online Formative Assessment Resource (GOFAR) • Keenville • Georgia FIP 	<ul style="list-style-type: none"> • EOG Item and Scoring Samplers • EOC Assessment Guides • EOC Item and Scoring Samplers • Georgia Milestones Achievement Level Descriptors • Georgia Online Formative Assessment Resource (GOFAR) • Georgia FIP 	<ul style="list-style-type: none"> • EOC Item and Scoring Samplers • Georgia Milestones Achievement Level Descriptors • Georgia Online Formative Assessment Resource (GOFAR) • Georgia FIP
---	--	--	--

What will we do if our students do not learn it?

Collaborative Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> • Look at trends in student work and re-engage all learners. • Re-engage all learners without lowering the cognitive demand of the learning target or standard. • Accelerate learning so students can access grade-level standards. • Base decisions on data, not a student's educational label. • Create systematic interventions to meet the needs of all learners. 	<p>Elementary School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<p>Middle School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	<p>High School</p> <ul style="list-style-type: none"> • Lexile Framework for Reading • GaDOE's Selecting Evidenced-Based Interventions • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)



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How will we respond if our students demonstrate proficiency?			
Collaborative Team Strategies	GaDOE Resources		
<ul style="list-style-type: none"> • Look at trends in student work and re-engage all learners. • Re-engage learners and deepen their understanding of a target or standard rather than skim future grade-level content. • Raise text complexity, if appropriate. • Base decisions on data, not a student's education label. • Honor and advance student learning. 	Elementary School <ul style="list-style-type: none"> • Lexile Framework for Reading • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	Middle School <ul style="list-style-type: none"> • Lexile Framework for Reading • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS) 	High School <ul style="list-style-type: none"> • Lexile Framework for Reading • Teacher Resource Link (TRL) and Essential Toolkit within the Statewide Longitudinal Data System (SLDS)

Source: DuFour, R. (2016). *Learning by Doing*.

Deconstructing the Georgia Standards of Excellence 5-Step Protocol

The purpose of the 5-step protocol is to engage collaborative planning teams in a systematic dialogue and discussion to deepen their collective understanding of content standards. The protocol requires teachers to examine the language of a standard to determine its intent, identify implementation strategies, and establish success criteria.

The protocol addresses the following strategies of formative assessment.

Strategy 1: Provide students with a clear and understandable vision of the learning target.

Strategy 2: Identify characteristic of strong and weak work.

5-Step Protocol:

1. Select standard for which the embedded learning might not be consistently identified.

2. Study the standard and/or element(s).

Deconstruct (break into parts) the standard to determine the ~~Identify~~ concepts and skills students will need to know, understand, and be able to do to reach proficiency.

- a. Circle the verbs in the standard to identify what students need to be able to do.
- b. Underline the nouns and noun phrases to identify what students need to know. Highlight the context of the standard.
- c. Place each verb in the appropriate category (knowledge, patterns of reasoning, performance skills, products) on the graphic organizer.

Additional questions:

What key vocabulary do students need to know?

What key understandings do students need to have?

3. Scaffold understanding and communicate the language of the standard and/or element(s).

- a. Use the nouns and noun phrases with the verbs to write clear targets
What key vocabulary do students need to know? What key understandings do students need to have?
- b. Ask four questions:
 - What knowledge do students need? Are these listed in the graphic organizer?
 - What reasoning proficiencies (if any) do students need? Are these listed in the graphic organizer?
 - What performance skills (if any) do students need? Are these listed in the graphic organizer?
 - What products (if any) do students need to practice? Are these listed in the graphic organizer?

c. Determine the Depth of Knowledge (rigor level) intended for each target

4. Develop student-friendly learning statements.

Describe the target, standard and/or element(s) as statements of intended learning (e.g. *I will use information from what I read to draw conclusions (make inferences), I can use mathematical vocabulary to describe how I solved a problem, etc.*).

5. Establish success criteria by identifying strong and weak work.

Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions.

5-Step Protocol adapted from:

Ainsworth, L. (2003). *"Unwrapping" the standards: A simple process to make standards manageable*. Englewood, CO:

Advanced Learning Press.

Chappius, J. (2009). *Seven Strategies of Assessment for Learning*. Boston, MA: Pearson Education, Inc.

Stiggins, R., Arter, J., Chappuis, L., & Chappuis, S. (2007). *Classroom assessment for student learning: Doing it right-using it well*. Upper Saddle River, NJ: Pearson Education, Inc.



Writing Student-Friendly Learning Statement from Deconstructed Georgia Standards of Excellence

Student-Friendly Learning Statements			
Knowledge Learning Statements Describe the target as statements of intended learning.	Reasoning Learning Statements Describe the target as statements of intended learning.	Performance Learning Statements Describe the target as statements of intended learning.	Product Learning Statements Describe the target as statements of intended learning.

Establishing Success Criteria

Success Criteria: Characteristics of Strong and Weak Work Related to the Standard and/or Element(s)			
	Strong Work		Weak Work
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.			Common Misconceptions:
7.		1.	
8.		2.	
9.		3.	
10.		4.	

Data Analysis Protocol

Adapted from the Data Mining Protocol (Developed in the field by educators in City Schools of Decatur, Georgia) and School Improvement for All (Solution Tree)

Examine Common Assessment Data by Teacher	
<p>Describe Common Assessment Data by Teacher <i>What do you see based on the facts that can be readily seen in the data?</i></p>	
<p>Interpret Common Assessment Data by Teacher <i>What wonderings do you have about the data? What does the data not tell you?</i></p>	
Examining Common Assessment Data by Student	
<p>Describing Common Assessment Data by Student <i>What do you see based on the facts that can be readily seen in the data?</i></p>	
<p>Interpreting Common Assessment Data by Student <i>What wonderings do you have about the data? What does the data not tell you?</i></p>	
Examining Item Analysis	
<p>Describing Item Analysis <i>What do you see based on the facts that can be readily seen in the data?</i></p> <ul style="list-style-type: none"> Look at the percentage of students that selected the correct answer. Look at the percentage of students that selected the most missed answer. 	
<p>Interpreting Item Analysis <i>What wonderings do you have about the data? What does the data not tell you?</i></p>	



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Identifying Trends and Creating Plans

What skills did the proficient and above students demonstrate in their work that set their work apart? Which instructional strategies did teachers use that effectively produced those results?

In which area or areas did my students struggle? In which areas did our team's students struggle? What is the cause? How will we respond? Which strategies will we try next?

Which students need additional time and support to learn the standards or targets? What is our plan?

Which students need extension and enrichment? What is our plan?

Do these data show we are on track to meet our SMART goal? Why or why not?



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	Far from Proficient	Close to Proficient	Proficient	Exceeds
Percentage of students				
Number of students				
Effective teaching practices for remediation/enrichment				
Resources needed for remediation/enrichment				
Timeframe for implementing remediation/enrichment				
Formative assessment for growth after implementation of remediation/enrichment				

Leadership & Metrics

Vision Statement Worksheet

Structure of a Vision Statement		
Use the worksheet to create your collaborative planning vision statement.		
What would you like the collaborative planning work of your grade level/department/team to become?	What would you like your grade level/department/team to strive for with collaborative planning? What level of excellence?	What would you like collaborative planning for your grade level/department/team to look like in the future?
The _____ School grade level/department team will...	The _____ School grade level/department team will...	The _____ School grade level/department team will...
The vision of the _____ School grade level/department team is...		

SMART Goal Worksheet

S	Specific	<ul style="list-style-type: none"> • What result are you expecting to accomplish? Be specific. • Why is this goal important? 	
M	Measurable	<ul style="list-style-type: none"> • How many or how much? Be specific. • How will we know when the goal is accomplished? • How will we determine progress and document the effectiveness? 	
A	Attainable	<ul style="list-style-type: none"> • Is the goal realistic based on school/district data? • Is the goal a stretch, but possible? 	
R	Results-based/ Relevant	<ul style="list-style-type: none"> • Does the goal align to the outcomes expected in the school improvement plan, the Consolidated LEA Improvement Plan, and the school's/district's Comprehensive Needs Assessment? • Does the goal relate to the work being done or will be done during the school year? 	
T	Time-bound	<ul style="list-style-type: none"> • What is the timeframe for reaching the goal? List the time frame or beginning and ending dates. 	

Sample SMART Goal Templates

By the end of the _____ school year, as measured by the Georgia Milestones _____,
the percentage of students classified as a Developing Learner will increase from _____ percent to at least _____ percent,
the percentage of students classified as a Proficient Learner will increase from _____ percent to at least _____ percent,
the percentage of students classified as a Distinguished Learner will increase from _____ percent to at least _____ percent.

_____ team, with input and ongoing _____, will increase
student performance on _____ by _____ percent by the end of the
_____ school year by implementing _____ strategies or processes with high fidelity and
continuous progress monitoring.

Sample SMART Goal Templates (cont.)

_____ team, with input and ongoing _____, will increase _____ on _____ by _____ percent by the end of the _____ school year by implementing _____ strategies or processes with high fidelity and continuous progress monitoring.

(student or teacher performance) *(instrument used to measure if goal was met)*



Sample School Collaborative Planning Schedule (Administrators)

September	October	November	December	January	February	March	April
Math							
Principal	AP	Principal	AP	Principal	AP	Principal	AP
Science							
AP	Principal	AP	Principal	AP	Principal	AP	Principal
ELA							
Principal	AP	Principal	AP	Principal	AP	Principal	AP
Soc. St.							
AP	Principal	AP	Principal	AP	Principal	AP	Principal
CTAE							
Principal	AP	Principal	AP	Principal	AP	Principal	AP



Sample School Collaborative Planning Schedules (ES and MS)

Elementary School Sample Schedule

Grade	Days	Time	Total Minutes
K	Tuesday and Thursday	8:10 a.m. – 8:55 a.m.	90 minutes weekly
1	Tuesday and Thursday	9:05 a.m. – 9:50 a.m.	90 minutes weekly
2	Tuesday and Thursday	10:00 a.m. – 10:45 a.m.	90 minutes weekly
3	Tuesday and Thursday	11:35 a.m. – 12:20 p.m.	90 minutes weekly
4	Tuesday and Thursday	12:50 p.m. – 1:35 p.m.	90 minutes weekly
5	Tuesday and Thursday	2:15 p.m. – 3:00 p.m.	90 minutes weekly

Middle School Sample Schedule

Team	Day	Time	Location
Connections: Fine Arts Connections: CTAE Connections: HPE	Monday and Wednesday	8:50 a.m. – 9:25 a.m.	Data Room
8 th Science 8 th Social Studies 8 th ELA 8 th Math	Monday and Wednesday	9:45 a.m. – 10:55 a.m.	Team Leader's Classroom
Reading	Monday and Wednesday	12:00 p.m. – 1:15 p.m.	Room 125
7 th Science 7 th Social Studies 7 th ELA 7 th Math	Monday and Wednesday	1:45 a.m. – 2:55 p.m.	Team Leader's Classroom
6 th Science 6 th Social Studies 6 th ELA 6 th Math	Monday and Wednesday	3:15 p.m. – 4:25 p.m.	Team Leader's Classroom

Sample School Collaborative Planning Schedules (HS)

High School Sample Schedule No. 1

Team	Day	Time	Location
ELA and Social Studies	Monday and Wednesday	1 st Block	Data Room
Math and Science	Monday and Wednesday	2 nd Block	Team Leader's Classroom
World Language	Monday and Wednesday	3 rd Block	Team Leader's Classroom
Fine Arts/CTAE/PE & Health	Tuesday	4 th Block	Team Leader's Classroom

High School Sample Schedule No. 2

Team	Day (<i>No meetings on Fridays</i>)	Location
United States History	2A	Data Room
World History	2A	Team Leader's Classroom
Economics	2A	Team Leader's Classroom
9th Grade Literature & Composition	1A	Team Leader's Classroom
World Literature & Composition	1A	Team Leader's Classroom
American Literature & Composition	1A	Team Leader's Classroom
British Literature & Composition	1A	Team Leader's Classroom
Algebra I/Coordinate Algebra	1A	Team Leader's Classroom
Geometry/Analytic Geometry	1A	Team Leader's Classroom
Algebra II/Advanced Algebra	1A	Team Leader's Classroom
Biology	2B	Team Leader's Classroom
Physical Science	2B	Team Leader's Classroom
Chemistry	2B	Team Leader's Classroom
CTAE	Mondays	Engineering lab
Fine Arts	Tuesdays	Chorus Room
PE/Health	4A	Media Center Conference Room

Action Planning

Goal and Action Plan Template

Department:		Collaborative Team:	
Mission		Vision	
District Goal			
School Goal			
Collaborative Team SMART Goal (Specific and Strategic, Measurable, Attainable, Results-oriented, and Time-bound)			

GSCI Systems and Structures What system and structure are being impacted directly as a result of implementing the action step?	Action Steps What action step will the team implement to meet the goal?	Resources What resources are or could be reasonably available to implement the action step?	Timeline What is the timeline?	Person(s) Responsible Who will be responsible for monitoring the action step?	Evaluation of Implementation and Impact on Student Learning	
					Data for Monitoring What data will be used to evaluate progress?	Status
	<i>What do we expect our students to learn?</i>					
	<i>How will we know they are learning?</i>					
	<i>How will we respond if they don't learn?</i>					
	<i>How will we respond if they already know it?</i>					



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Improvement Project Work Plan

NAME OF PROJECT:		DURATION:	
TEAM MEMBERS:		SPONSOR:	
		SCHOOL IMPROVEMENT PLAN GOAL OR OTHER GOAL:	
OTHER STAKEHOLDERS INVOLVED:			
DRIVING QUESTION:			
EVIDENCE OF SUCCESS:			

Improvement Project Work Plan

ACTION STEPS

HOW?	WHAT WILL WE DO TO MAKE IT HAPPEN?	BY WHEN?	WHO WILL DO IT?
1.			
2.			
3.			
4.			
5.			
6.			

Improvement Project Work Plan

Improvement Project Work Plan					
KICKOFF: HOW WILL WE LAUNCH THIS PROJECT?		COMMUNICATION PLAN: HOW WILL WE KEEP PEOPLE INFORMED?			
HOW WILL WE MEASURE RESULTS AT THE END OF THE PROJECT AND PROVE OUR EFFECTIVENESS? (SUMMATIVE)	WEEKLY				
	MONTHLY				
	QUARTERLY				
PERFORMANCE MEASURES AND TARGETS		HOW WE WILL COLLECT PERFORMANCE DATA		FINAL EVIDENCE OF OUR SUCCESS	
RESOURCES NEEDED	ON-SITE PEOPLE, FACILITIES, TIME:				
	EQUIPMENT, MATERIALS:				
	SUPPORT/FUNDING:				
	OTHER:				

Improvement Project Work Plan				
REFLECTION METHODS	INDIVIDUAL	GROUP	LARGER GROUP	WHOLE SCHOOL
HABITS OF MIND (TOOL: HABITS OF MIND)	<input type="checkbox"/> Applying Past Knowledge and New Solutions <input type="checkbox"/> Creating, Imagining, Innovating <input type="checkbox"/> Finding Humor <input type="checkbox"/> Gather Data Through All Senses <input type="checkbox"/> Listening with Understanding and Empathy <input type="checkbox"/> Managing Impulsivity <input type="checkbox"/> Persisting <input type="checkbox"/> Questioning and Posing Problems		<input type="checkbox"/> Remaining Open to Continuous Learning <input type="checkbox"/> Responding with Wonderment and Awe <input type="checkbox"/> Striving for Accuracy <input type="checkbox"/> Taking Responsible Risks <input type="checkbox"/> Thinking About Thinking (Metacognition) <input type="checkbox"/> Thinking and Communicating with Clarity and Precision <input type="checkbox"/> Thinking Flexibly <input type="checkbox"/> Thinking Interdependently	
21ST CENTURY SKILLS TO BE APPLIED, MODELED, AND ASSESSED	<input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Information Literacy <input type="checkbox"/> Initiative and Self-Direction		<input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> Media Literacy <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Technology Literacy	

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205 Jesse Hill Jr. Drive SE

Atlanta, GA 30334

www.gadoe.org



@georgiadeptofed

Richard Woods, State School Superintendent

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