System: **Coherent Instructional System**

Structure: **Planning for Quality Instruction**

Process Name: **Establish Planning Foundation**

School-level [x]  District-level [ ]

**Purpose of the process:**

To create a framework, set expectations, and provide resources for effective, interdependent school team planning.

**Who is responsible for monitoring this process?** Assistant Principal of Instruction

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
| --- | --- | --- | --- |
| 1. Establish or review schoolwide vision, mission, and collective commitments for planning teams
 | Principal | [All Things PLC](http://www.allthingsplc.info/tools-resources)[Developing a Comprehensive Professional Learning System: A Workbook for State and Districts (Learning Forward)](http://learningforward.org/docs/default-source/commoncore/compsystembrief.pdf?sfvrsn=2)Getting Started: Reculturing Schools to Become Professional Learning Communities (Book authored by Robert Eaker, Richard DuFour, and Rebecca DuFour) |  |
| 1. Determine which planning teams need to be created (grade level, common course, vertical, department, leadership, etc.)
 | Leadership Team Chair | [Professional Learning Communities: A Brief Guide](http://www.is-toolkit.com/knowledge_library/kl_files/ProfessionalLearningCommunity_A%20Brief%20Guide.pdf)(Microsoft Partners in Learning) |  |
| 1. Communicate planning team membership structure
 | Assistant Principal |  |  |
| 1. Create master schedule that incorporates planning team schedules
 | Assistant Principal of Instruction | [All Things PLC](http://www.allthingsplc.info/tools-resources)[GaDOE Establishing Time for Professional Learning](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/Establishing%20Time%20for%20Professional%20Learning.pdf)[GaDOE High School Master Schedule Exemplar](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Master%20Schedule.High%20School%20Exemplar.pdf) |  |
| 1. Establish schoolwide instructional framework
 | Leadership Team Chair  | GaDOE Standards-based Classroom Instructional Frameworks: 1. [ELA](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/ELA%20SBC%20Instructional%20Framework.pdf) a. [Pervasive Lesson Practices in ELA](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/Pervasive%20Lesson%20Practices%20in%20ELA.pdf) 2. Mathematics3. [Social Studies](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/Social%20Studies%20SBC%20Instructional%20Framework.pdf)4. [Electives](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20SBC%20Instructional%20Framework.July%202016.pdf) |  |
| 1. Establish planning team expectations, schoolwide norms, and collective commitments
 | Leadership Team Chair | [GaDOE Collaborative Planning Self-Assessment](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Collaborative%20Planning%20Self-Assessment.pdf) |  |
| 1. Develop accountability documents and protocols (agendas, minutes, team logs, unit and lesson templates, data protocols, assessment blueprint, monitoring forms)
 | Assistant Principal | [Professional Learning Communities Manual sample](http://www.allthingsplc.info/files/uploads/NMSPLCManual.pdf) (All Things PLC) |  |
| 1. Determine protocol for monitoring for effective practice and providing feedback to planning teams
 | Assistant Principal of Instruction  | [GaDOE Monitoring Collaborative Planning](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Questions%20for%20Monitoring%20CPMs.pdf) |  |
| 1. Communicate expectations for implementation of planning teams and use of accountability documents
 | Assistant Principal | [PLC Guide](http://www.tusd1.org/contents/depart/pd/Documents/PLCGuide.pdf) (Tucson Unified School District) |  |
| 1. Communicate process to district supervisor for feedback
 | Principal | [Liberty HS PLC Manual](http://www.allthingsplc.info/files/uploads/LHS_PLC_Manual-1.pdf)(All Things PLC) |  |

**What is needed to complete the process (including funding if applicable)?**

* Current Vision, Mission and collective commitments
* Current planning team structure
* Comprehensive Needs Assessment (CNA) results
* Faculty list
* Instructional leadership team: administration, instructional coaches, lead teachers, department/grade level chairs, etc.
* Current master schedule
* Sample expectations, norms, agendas, protocols
* School governance structure
* Teacher effectiveness data (EOC, growth, TKES, etc.)

**How do you know when the process is implemented?**  When the master schedule reflects protected team planning time and common expectations and norms are established. School-based decisions are made based on team data.

**How long does the process typically take?** 4-6 months, prior to beginning of school year

**What is produced/made by the process?** Master schedule, meeting schedule, instructional framework, accountability documents and protocols

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | This process provides the schoolwide organizational needs required to support effective instructional planning. For example, assignment of teachers based on effectiveness data, appointment of team leaders, etc. |
| Effective Leadership System: | Provides foundation for the effective use of human resources and time management. Review the process for the development or revision of the schoolwide mission, vision, and collective commitments. Establish or review communication protocols. |
| Professional Capacity System: | Develop a professional learning plan to improve team collaboration and instructional quality in all classrooms. For example, provide professional learning on how to use *Universal Design for Learning* (UDL). |
| Supportive Learning Environment System: | Supports the use of collaborative planning teams to reduce the variability of instructional delivery and academic norms. |
| Family and Community Engagement System: | Develop process for communicating scheduling and structure of student support through collaborative teaming. |

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