

District/School Action Plan Example

<p>Ideal State (Goal): <i>What do you want to achieve? [How the system would function if the ideal state were achieved]</i> Example: The district has a system to support and ensure that teachers know and use research-based literacy practices and that they collaborate regularly to plan lessons using these practices to align instruction to state standards.</p>						
<p>Objective: <i>A strategic position to be attained or purpose to be achieved</i> Example for the above ideal state: 100% of teachers will collaborate to plan lessons with the four research-based literacy practices in the 2008-09 school year.</p>						
<p>Strategy: <i>A carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan; addresses how objectives are to be met, through what means or sustained course of action.</i> Examples for the above objective: 1. Provide needed time and resources for collaborative planning. 2. Monitor the effectiveness of collaborative planning</p>						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
<i>How will we get there? [Step-by-step process; the process of doing something in order to achieve a purpose.]</i>	<i>Who will get us there? [Person(s) with primary responsibility for the action step]</i>	<i>What will we need to implement the action step? [Materials/supplies, time, fiscal resources and/or human resources]</i>	<i>When will this action step be completed? [Specific date]</i>	<i>What evidence will demonstrate that the action step was completed? [Identify at the time the action step is written]</i>	<i>What qualitative or quantitative evidence will indicate whether the action step had any effect on moving towards our ideal state? [Identify at the time the action step is written]</i>	<i>When will action step be monitored? _____ Initial (beginning) _____ Interim (formative) _____ Final (summative)</i>
1a. Provide time after PD for teachers to plan how to incorporate practices into lessons.						
1b. Arrange for the reading coach to attend grade-level planning meetings at least once every week.						
1c. Designate two grade-level team meetings a week to collaborate on planning lessons to use practices.						
2a. Develop a rubric for indicators of effective collaboration.						
2b. Share the rubric with teachers and explain how it is to be used.						
2c. Teachers self-monitor their collaboration at meetings.						
2d. Compare teacher rubrics to principal's ratings on the rubric.						