ARIZONA DEPARTMENT OF
EDUCATION

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

Action Planning Guide

AZPLS   Rooted in Systems Change

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Action planning for the Arizona Professional Learning Series (AZPLS) is a vital, ongoing responsibility that drives the work. The process begins with all staff understanding the AZPLS purpose to collaboratively develop and sustain systems change for increasing literacy achievement of all students. An overall Learning Goal with Criteria for Success provides the foundation that guides action planning to support specific needs.

Learning Goal: Close the literacy achievement gap between students with specific learning disabilities and their peers without specific learning disabilities through a process of systems change with implementation of evidence-based teaching and learning strategies that meet the needs of all students.

Criteria for Success: Create sustainable systems change by implementing a progression of evidence-based teaching and learning strategies. *(Note: Implementation with high levels of fidelity takes 3-5 years.)*

When everyone understands the intention and works toward the same goal, team members develop a strong sense of purpose. The AZPLS provides the opportunity for every teacher to have a voice throughout each module. Together, team members will collectively discuss, plan, and grow in their collaborative efforts and instructional practice. All module content supports this purpose by providing practices and strategies that will impact the literacy achievement of every student.

Module 1 Introduction: Associate the overview of six professional learning modules and school site alignment with systems change to enhance teacher growth and student success. Systems include collaborative teams, professional learning for teachers and parents, action planning, data analysis and decision making, coaching, and inclusive leadership.

Module 2 Collaboration: Implement strategies to strengthen infrastructure, structure, and process of high-performing collaborative teams. Identify school culture perceptions to improve and support inclusive practices.

Module 3 Formative Assessment: Identify the Dimensions of Formative Assessment and begin implementation with Learning Goals and Criteria for Success. Identify and implement concepts that promote collaborative planning and collaborative classroom learning cultures.

Module 4 Literacy Strategies: Implement evidence-based teaching and learning strategies that improve vocabulary and comprehension skills through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.

Module 5 Literacy Strategies: Implement evidence-based strategies that provide opportunities for extended discussion of text meaning and interpretation and peer feedback through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.

Module 6 Differentiation: Implement evidence-based teaching and learning inclusionary practices and increase student motivation and engagement through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.

Each module follows the inclusive action planning protocol that starts during the module training and progresses to the Building Leadership Team and the District Leadership Team. It becomes the map that outlines the journey for ongoing implementation and sustainability of the work.

Phase One

During each professional learning session, the staff is guided to collaboratively contribute their thoughts, ideas, and needs regarding specific module content. Every focus area outlined will be directly related to the module content and increasing literacy achievement for all students. An Action Planning Wall is used as a visual tool for organizing the information and prioritizing contributions.

Module 4

Module 2

Module 5

Phase One: These are examples of Action Planning Walls created during the professional learning sessions of Arizona schools participating in the AZPLS. Each card represents teachers voicing a specific need within that module content focus area.

Phase Two: Each Building Leadership Team uses the information from the Action Planning Wall to create formal, working action plan documents for each module.

Phase Two

Because the Building Leadership Team (BLT) attends the same professional learning and participates in creating the suggestions, they know the intentions of the staff. Using the Action Planning Wall information and additional data collected from AZPLS data tools and student data, the BLT creates the formal Action Plan that emphasizes the collective voice of the staff and the school community needs.

Creating the Action Plan

The Action Plan is a guide that supports implementation and sustainability for the elements of systems change, practices, and strategies leading to increased literacy achievement of all students.

Each Action Plan is a fluid document based on the three questions:
1. Where are we headed?
2. Where are we now?
3. How will we close the gap?

Step 1 - Alignment: Where are we headed?
- Prioritize suggested focus areas from the Action Planning Wall. Then, list current school site initiatives.
- Highlight alignment and pinpoint the focus areas that will have the most impact on student success.
- Define where you are headed by writing goals for your focus areas.

Step 2 - Data Review: Where are we now?
- Determine what additional data collection points from the AZPLS data collection tools or school/district-wide data are needed to identify your current reality or baseline.
- Define your baseline.
- Understand that data collection points and tools used to determine your baseline become the data collection points and tools your team will continue to use to monitor your goals each quarter.

Step 3 - Strategies: How will we close the gap?
- Refer to the module content and resources for evidence-based strategies and practices to support each focus area. This could include additional professional learning opportunities, development of protocols or processes, defining systems, etc.
- Be explicit in defining the evidence-based strategies and practices to meet each focus area.
- Outline specific supports for Collaborative Teams and/or individual teachers, using the Coach Service Delivery Plan.
- Describe how parents will be supported in learning strategies to connect home and school support for student success.

A BLT member is chosen to facilitate the action planning meeting. The following pre-meeting and meeting protocols will help the facilitator assist team members in creating the formal Action Plan.

BLT Action Planning Meeting: Pre-Meeting Protocol

- Create an agenda that outlines the information to be shared.
- Distribute the agenda prior to the meeting.
- Plan a facilitated discussion using a PowerPoint or other technology platform.
- Include a summary, handouts, and/or visual aids to demonstrate the data, progress, and needs.
- Gather materials: Action Plan template, Coach Service Delivery Plan, professional learning schedule, current data, chart paper, markers, Action Planning Wall from module, posters or artifacts from the module learning, smart board or projector.

BLT Action Planning Meeting: Meeting Protocol

- Set up a smart board or projector to share the Action Plan template and Coach Service Delivery Plan, as each is discussed and developed.
- Seat participants at a round table to enable open discussion.
- Have the module Facilitator Guide and additional resources with you, as references for the discussion.
- Assist the team in prioritizing the Action Plan focus areas, coaching supports, and parent events.
- Create next steps.
- Summarize the meeting and state who is responsible for each action item.
- Determine the District Leadership Team meeting date and time.
- Set the next meeting date, time, and agenda outline. *Suggestion: Set meeting dates and times at the beginning of the school year to save the dates. Meetings should occur monthly, at a minimum.*
- Ask participants to complete the handout, <u>Collaboration Skills</u>, to self-assess their participation and collaboration.
- Reflect on the team's collaboration n.

Action Plan progress is recorded and analyzed quarterly to ensure alignment with systems and resources. After focus areas are met, next steps are identified to ensure continued implementation and sustainability. The BLT develops a communication protocol to inform all stakeholders of focus areas; strategies to support teachers, parents, and students; and progress towards implementation and sustainability.

To ensure the focus areas are met, evidence will be identified through measurement tools and set criteria. The AZPLS data collection tools in the <u>Data Guide</u> and coaching data tools in the <u>Coaching Guide</u> reinforce valid reliable data reporting and criteria to support action planning and implementation efforts. Documents that support the action planning process follow:

Supporting Documents to Align Action Planning with the AZPLS Data Collection and Coaching System
- Module Action Plan
- Coaching System (Coach Service Delivery Plan, Coach Log, Teacher Professional Learning Plan)
- Coaching System Analysis
- Dig into Data Protocol
- Quarterly Report

Phase Three

After every module, the BLT schedules a meeting with the District Leadership Team (DLT) to share the Action Plan, current data, and support needed. Conversations stay focused by using the three questions. The DLT expectation is to provide ongoing support to the BLT, as they progress through the implementation phases. The DLT assists with problem-solving efforts needed for reaching high levels of implementation with fidelity and sustainable systems change.

DLT Meeting: Pre-Meeting Protocol
- Set DLT dates and times with team members after BLT module dates are determined.   - Determine guiding questions to facilitate the discussion.   - Create the agenda by outlining the information to be shared.   - Distribute the agenda prior to the meeting.
DLT Meeting: Meeting Protocol
- Acknowledge team members.   - Review the agenda and desired outcome of the meeting.   - Summarize the big picture of where the team is headed and where they are now with implementation and sustainability.   - Share current data summaries, implementation efforts, and sustainability plan framed around the three questions.   - Listen actively and use summarizing to engage all team members in the discussion.   - Maintain the focus of the topic, keep the momentum going, pause, and allow time for reflection.   - Capture DLT input for implementation and sustainability suggestions.   - Summarize the meeting and determine who is responsible for ensuring strategies are met.   - Develop next steps.   - Ask participants to complete the handout, Collaboration Skills, to self-assess their participation and collaboration.   - Reflect on the team's collaboration.

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Date Delivered to Staff ___/___/___	Collaboration: Implement strategies to strengthen infrastructure, structure, and process of high-performing Collaborative Teams. Identify school culture perceptions to improve and support inclusive practices.			
Where Are We Headed? *Focus Area Goal*	**Where Are We Now?** *Baseline/Date*	**How Will We Close the Gap?** *Strategies*	**Who Is Responsible?**	**When Will It Be Accomplished?**

Quarter 1 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 2 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 3 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 4 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Sustainability Plan	**Next Steps:**

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Date Delivered to Staff ___/___/___	**Dimensions of Formative Assessment:** Identify Dimensions of Formative Assessment and begin implementation with Learning Goals and Criteria for Success. Identify and implement concepts that promote collaborative planning and collaborative classroom learning cultures.			
Where Are We Headed? *Focus Area Goal*	**Where Are We Now?** *Baseline/Date*	**How Will We Close the Gap?** *Strategies*	**Who Is Responsible?**	**When Will It Be Accomplished?**

Quarter 1 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 2 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 3 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 4 Target: _____ Actual: _____	**Focus Area Progress:**
Sustainability Plan	**Next Steps:**

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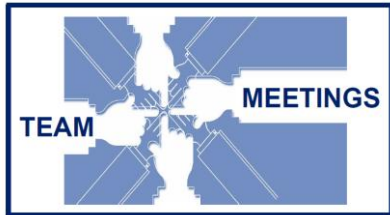
Module 4 Action Plan

Date Delivered to Staff ___/___/___	**Literacy Strategies:** Implement evidence-based teaching and learning strategies that improve explicit vocabulary and direct and explicit comprehension skills through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.			
Where Are We Headed? *Focus Area Goal*	**Where Are We Now?** *Baseline/Date*	**How Will We Close the Gap?** *Strategies*	**Who Is Responsible?**	**When Will It Be Accomplished?**
Quarter 1 Target: _____ Actual: _____	**Focus Area Progress:**			
Quarter 2 Target: _____ Actual: _____	**Focus Area Progress:**			
Quarter 3 Target: _____ Actual: _____	**Focus Area Progress:**			
Quarter 4 Target: _____ Actual: _____	**Focus Area Progress:**			
Sustainability Plan	**Next Steps:**			

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Date Delivered to Staff ___/___/___	**Literacy Strategies:** Implement evidence-based strategies that provide opportunities for extended discussion of text meaning and interpretation and peer feedback through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.			
Where Are We Headed? *Focus Area Goal*	**Where Are We Now?** *Baseline/Date*	**How Will We Close the Gap?** *Strategies*	**Who Is Responsible?**	**When Will It Be Accomplished?**

Quarter 1 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 2 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 3 Target: _____ Actual: _____	**Focus Area Progress:**
Quarter 4 Target: _____ Actual: _____	**Focus Area Progress:**
Sustainability Plan	**Next Steps:**

Date Delivered to Staff ___/___/___	**Differentiation:** Implement evidence-based teaching and learning inclusionary practices and increase student motivation and engagement through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.				
Where Are We Headed? *Focus Area Goal*	**Where Are We Now?** *Baseline/Date*	**How Will We Close the Gap?** *Strategies*		**Who Is Responsible?**	**When Will It Be Accomplished?**

Quarter 1 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 2 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 3 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Quarter 4 **Target:** _____ **Actual:** _____	**Focus Area Progress:**
Sustainability Plan	**Next Steps:**

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Building Leadership Team Meeting Agenda

TEAM MEETINGS

Date: _____   Time (Start/End): _____/_____   Location: _____

Module: 2   3   4   5   6

Norms	Team Member Roles
	Facilitator:
	Recorder:
	Reporter:
	Timekeeper:
	Engaged Participants:

Consensus Rule:

AGENDA
Welcome/Introductions/Celebrations:
Share Data/Action Plan/Implementation/Sustainability.
Analyze Teacher Input and Data to Determine Current Module Focus Areas and Strategies.

Where Are We Headed?	Where Are We Now?

How Will We Close the Gap?

Parent Events:

Coaching Focus:

Grade Level Team Focus:

Additional Professional Learning:

Discuss DLT Support Needed for Continued Implementation and Sustainability.

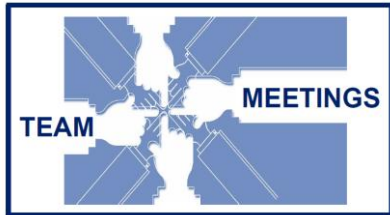Next Steps:

Next Meeting Date:

Ask Individuals to Complete the Collaboration Skills Self-Assessment.

Reflect on Team Meeting Process.

Did the team follow the norms for today's meeting?

On a Scale of 1-5, overall, how well did the team collaborate?

What would the team like to improve on for the next meeting?

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TEAM MEETINGS

Date: _____ Time (Start/End): _____/_____ Location: _____

Module: 2   3   4   5   6

Norms	Team Member Roles
	Facilitator:
	Recorder:
	Reporter:
	Timekeeper:
	Engaged Participants:

Consensus Rule:

AGENDA
Welcome/Introductions/Celebrations:
BLT Shares Data/Action Plan/Implementation/Sustainability.
BLT Describes Current Module Focus Areas and Strategies.

Where Are We Headed?	Where Are We Now?

How Will We Close the Gap? Parent Events: Coaching Focus: Grade Level Team Focus: Additional Professional Learning:
Share Discussion of DLT Support Needed for Continued Implementation and Sustainability.
Next Steps:
Next Meeting Date:
Ask Individuals to Complete the Collaboration Skills Self-Assessment.
Reflect on Team Meeting Process. Did the team follow the norms for today's meeting? On a Scale of 1-5, overall, how well did the team collaborate? What would the team like to improve on for the next meeting?

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Strong collaborative teams develop over time and require commitment to the process. That requires using schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Date: _____

Check the level that reflects your participation within your team collaborative meeting.

Collaboration Skills	Never	Sometimes	Always
1. Pausing *I allow time for thinking before adding to discussion and/or decision-making.*			
2. Paraphrasing *I contribute to understanding by restating the ideas presented by others.*			
3. Probing *I ask questions to clarify information.*			
4. Putting forward ideas *I share ideas during discussion.*			
5. Paying attention to self and others *I am aware of what I say, how I say it, and how others respond to it.*			
6. Presuming positive presuppositions *I maintain the idea that my team members act from positive and constructive intentions.*			
7. Pursuing a balance between advocacy and inquiry *I inquire for better understanding before advocating for a position that leads to a decision.*			
Steps I will take to improve my collaboration skills:			