



Work Plan

Participants:

Date Developed:

Process

- Step 1:** Start with the End in Mind
- Step 2:** What will be different for Students and Families, Teachers, Schools?
- Step 3:** What do teachers and schools need to know and be able to do to make this happen?
- Step 4:** Map Backward to the Present
- Step 5:** Progress Monitoring & Tuning
- Step 6:** What do you need from others?
- Step 7:** Calendar



Process

Please make sure that you have distributed relevant district and school data to the members of your group so that you are familiar with the data available. Use your background knowledge to help build a rich and evidence-grounded picture of where your district/ school is now in terms of success with All its students.

Factors to consider as you set your Education for All vision for next year:

- (1) To what extent are the district and the schools successful in creating access, opportunities to learn and academic success for All its students?*
- (2) To what extent are the schools realizing the vision of Great Schools?*
- (3) What professional learning, policies and partnerships are needed to move forward?*
- (4) How can the vision be shared and embraced at throughout the system (think students, families, practitioners, administrators, support personnel)?*

Before you start working through this document, pick a member of your team to be your recorder to document the work plan process.

Great Urban Schools

- Produce high achieving students.
- Construct education for social justice, access and equity.
- Expand students' life opportunities, available choices and community contributions.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Use the valuable knowledge and experience that children and their families bring to school learning.
- Need individuals, family organizations and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect and responsibility.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.

➔ **Step 1: Start with the End in Mind:** *Where do you want to be by the end of the academic year?*
Think systemically! Scale, Sustainability, Systems for continuous improvement

Where do you want to be?	Who needs to be on board?	What systems need to be in place?	What outcomes do you want to achieve?

Step 2: What will be different for Students and Families, Teachers, Schools?

What will change for students with disabilities and their families? *Think access, participation, connection, community, and academic success.*

What will change for teachers and other practitioners? *Think job-embedded professional knowledge, skills, collaboration, assessment, inclusive, culturally responsive practice*

What does school leadership need to learn and be able to do? *Think distributed leadership, continuous improvement cycles, team planning, learning and the use of data for decision-making...*

Step 3: What do teachers and schools need to know and be able to do to make this happen?

Teachers	Schools

Step 4: Map Backward to the Present

System Levels	What do you want to accomplish by the end of the year?	6 Months?	3 Months?	Tomorrow?
District Level				
School Level				
Practitioner Level				

Step 5: Progress Monitoring & Tuning

System Levels	What is the goal?	What evidence will you collect?	How often will you check progress?
District Level			
School Level			
Practitioner Level			

Step 7: Calendar

2006

January						
S	M	T	W	T	F	S
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January	
February	
March	
April	
May	
June	

2006

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August

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July	
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December	