



Priority Schools in a Professional Learning Community at Work®

Sample Strategic Plan

Based on Solution Tree's evidence-based Priority Schools in a PLC at Work® model, this sample strategic plan describes the key components of the work necessary to positively impact low-performing schools, helping them to turn around from surviving to thriving. This work is designed to be custom-built based on each targeted school's identified strengths and opportunities for growth.

School-Based Services

Needs Assessment

A two-day Needs Assessment is conducted at the school site by a PLC at Work Associate. The assessment consists of onsite interviews with school-based administrators, faculty, and students. In addition, observations are conducted along with a review of student achievement data, curriculum guides and other relevant artifacts and documentation. School administrators receive a report that is used to guide the PLC at Work coaching plan for the school.

Progress Report

The embedded coach will work with the principal and leadership team for one day to complete the School Improvement for All rubrics to identify progress the school has made since the needs assessment was completed. School Leaders will receive a progress report that provides the principal and leadership team with an updated building level review that will be used to guide the work throughout the year.

Project Planning I

This planning day is led by the Project Lead and Coach, and is designed to solidify goals, benchmarks, and timelines for the project.

Project Planning II

This planning day is led by the Project Lead and Coach and is designed as a midpoint check-in to review progress and determine next steps.

Priority Schools in a Professional Learning Community at Work

Embedded Coaching

Each school is assigned a PLC at Work coach who will support and guide the principal, teacher teams, and guiding coalition. The principal and embedded coach will collaborate to determine the progress and direction of each embedded coaching day. Together they will facilitate, lead, coach, mentor, and support school staff.

Content Coaching

The exact content for these days will be determined by the PLC at Work coach and school leadership using the findings of the Needs Assessment as a guide. The associates for the content days will work with teams to build better practices in their specific content areas and integrate those practices into PLC at Work processes.

Step-up and Transition Coaching

On the first day the Priority Schools in a PLC at Work coach will work side-by-side with grade level teams to address specific learning gaps around standards in preparation for the upcoming school year. On the second day, grade level teams will share their findings with the grade level above their own.

Unit Planning Coaching

School teams will engage with their essential standards and learning targets, creating the first one- or two-unit plans using the School Improvement for All framework. The goal is to have the first unit of instruction planned for the year. Experts will assist collaborative teams with the planning process around this first cycle of learning to prepare for the beginning of the school year.

Resource Bank

Valuable Solution Tree resources will assist with foundational knowledge of educators and provide support between the School Turnaround Experts interactions to support continued learning and growth.

Project Administration

The project administration team will be made up of a combination of the Solution Tree Project Manager (to coordinate the internal Solution Tree team), an associate project lead (to coordinate the team of embedded coaches) and the embedded coaches.

District-Based Services

Site-Level Leadership Training

These days are designed to deepen the leadership team's understanding around the concepts and practical application of the PLC process. Participants gain the knowledge, skills, and tools they need to lead other educators within their schools as they work collaboratively to improve their individual and collective capacity to achieve better results for the students they serve.



Priority Schools in a Professional Learning Community at Work

District-Level Training

A Project Lead will work with district administrators to support and build on the coaching days occurring at each site. The focus of these days will be to build a common understanding of the PLC at Work process as it relates to priority schools and the key role leadership plays in supporting the work.

District Kick-Off

This one-day kickoff event is an opportunity to set the stage and build out the work for the continued journey and generate excitement before the school year begins.

Foundational Leadership Training

Trainings are led by the project lead and will include training for a combination of key people who will be charged with driving the work of the project. The days will focus on collaborative culture, establishing a common language and understanding around continuous improvement, and roles and responsibilities of team members.

District Content Workshops

Workshops are delivered by a content expert for the entire district or district leadership team. The content-specific days, as identified by district priorities, are specific to the district's needs.

Superintendent Debrief and District Goal Monitoring

A Priority Schools in a PLC at Work Author and Project Lead will work in partnership with the Superintendent to review successes and challenges. These days are designed to recalibrate project goals using the perspective of the Superintendent and Project Lead as a guide. They may focus on the alignment of school and district practices, and the review of relevant data that captures the current reality of each school.

For the best results, it is recommended that a school partners in this work for three to five years. A full slate of services typically costs between \$200,000—\$500,000 a year. Services may vary based on a school's needs and may be adapted to meet a school's budget constraints.

