

LEADING
PLCs
AT WORK®

Districtwide

PLAN BOOK

ROBERT EAKER
MIKE HAGADONE

JANEL KEATING
MEAGAN RHOADES

If found, please return this plan book to:	
Name	_____
School	_____
Room	_____
Address	_____
Telephone	_____
Mobile	_____
Email	_____

Emergency Contact Information	
Police	_____
Fire	_____
Doctor	_____
Other	_____



Hawker Brownlow
Education a Solution Tree company

Table of Contents



Reproducible pages are in italics.

About the Authors vii

PART 1

About This Plan Book **1**

Districtwide Planning 3

How to Use This Plan Book 5

PLC Work 5

Monthly Management and Building Work 6

Weekly Planner 6

My Monthly Reflections 7

District Leadership Meeting Commitments 7

Tools 7

PART 2

Planning Pages **11**

December and January **13**

December and January PLC Work 14

Calendars 16

Daily Planner Pages 18

My Monthly Reflections 28

District Leadership Meeting Commitments 29

February **31**

February PLC Work 32

Calendar 34

Daily Planner Pages 36

My Monthly Reflections 46



District Leadership Meeting Commitments	47
March	49
March PLC Work	50
Calendar	52
Daily Planner Pages	54
My Monthly Reflections	64
District Leadership Meeting Commitments	65
April	67
April PLC Work	68
Calendar	70
Daily Planner Pages	72
My Monthly Reflections	82
District Leadership Meeting Commitments	83
May	85
May PLC Work	86
Calendar	88
Daily Planner Pages	90
My Monthly Reflections	100
District Leadership Meeting Commitments	101
Midyear Reflection	103
June	105
June PLC Work	106
Calendar	108
Daily Planner Pages	110
My Monthly Reflections	120
District Leadership Meeting Commitments	121
July	123
July PLC Work	124
Calendar	126
Daily Planner Pages	128
My Monthly Reflections	138
District Leadership Meeting Commitments	139
August	141
August PLC Work	142
Calendar	144
Daily Planner Pages	146

© Hawker Brownlow Education

My Monthly Reflections	156
District Leadership Meeting Commitments	157
September	159
September PLC Work	160
Calendar	162
Daily Planner Pages	164
My Monthly Reflections	174
District Leadership Meeting Commitments	175
October	177
October PLC Work	178
Calendar	180
Daily Planner Pages	182
My Monthly Reflections	192
District Leadership Meeting Commitments	193
November	195
November PLC Work	196
Calendar	198
Daily Planner Pages	200
My Monthly Reflections	210
District Leadership Meeting Commitments	211
End-of-Year Reflections	213
End-of-Year Reflection Prompts	213
PART 3	
Tools	217
<i>Project Planner</i>	<i>218</i>
<i>Setting Professional and Personal Goals</i>	<i>219</i>
<i>Goal-Setting Worksheet</i>	<i>220</i>
<i>District Leadership Meeting Commitments</i>	<i>221</i>
References and Resources	225

© Hawker Brownlow Education

Districtwide Planning



There is a huge difference between hoping for, or even being committed to, school improvement and *planning* for school improvement. Planning requires action. It is the process through which leaders embed core values in the work at the district, school, and team levels. Planning institutionalises what schools care most about. Planning is a leader's way of proclaiming, "This is so important we are going to collaboratively develop a plan to ensure it gets done—on time and with a high level of quality."

At the most basic level, effective planning is a collaborative effort. There is a strong correlation between the quality of collaboration that goes into the planning process and the quality of the plan itself. As Debra Sells and I (2016) point out, "Effective collaboration in, effective plans out!" (p. 116). The fact is, people who have no, or little, say in the development of plans have very little, if any, commitment to ensuring the plan succeeds.

Although effective planning is a collaborative process, it is more than a mere averaging of opinions. Plans must be relevant and meaningful. Effective leaders ensure relevance and meaning through consistently connecting the plan to the *why*—why each goal is important and why it contributes to the district's vision for the future and mission of high levels of learning for all students. A single initial reference to the why is never enough; effective leaders frequently connect the planning process back to the why question in multiple ways.

Planning, to a great extent, involves working backward. That is, once the goal of the plan is determined and the date for achieving the goal is set, planners must identify the major tasks that are involved in reaching the goal. (This process of planning from the end to the start is often referred to as performance evaluation review technique [PERT] charting, a process developed by the Navy in the early 1950s [Owens, 1970].) Simply put, each major task must be completed prior to the deadline for goal attainment. This leads to ease in identifying the associated activities that must be accomplished prior to completing each major task. The process of working backward and identifying major tasks and due dates, along with essential

activities and completion dates, provides a rational collaborative process that focuses on the right things for the right reasons.

After developing major tasks, activities, and timelines, it is helpful to depict the plan in a way that is visual—this way, everyone can see what needs to be done and when. Effective planning must be transparent and monitored on a frequent and timely basis. Additionally, people need to see how things connect—how various activities and tasks connect to a larger goal.

This plan book assists school and district leaders as they implement the Professional Learning Communities at Work (PLC) process in their buildings and across the district. It guides educators in knowing what to do when and connects building and team work with district goals while also providing critical planning and organising space for leaders to focus on all the important work in a PLC. The goal of this resource is to move leaders from hoping for school improvement to taking action by planning for improvement.

—Robert Eaker

© Hawker Brownlow Education

How to Use This Plan Book



As leaders in education, we often feel that the profession—and life in general—gets incrementally busier and more complex each year. Every issue we need to consider and every decision we have to make reduces our available cognitive load for a given day. An effective planning process helps to reduce the load we are carrying. It creates a written record of what we have done during the year, which makes it simple to review what worked well and what did not—what you want, or need, to change and what you can systematise. Ideally, a good planner helps to free your brain for the creative problem solving that pushes the work of your school or district forward. A well-crafted plan provides more than just an outline for upcoming days and weeks. It also creates a written record of accomplishments and a road map for future planning.

In this planner, you will find a variety of tools to lead your school or district PLC organised by month and by week. The following elements appear in the month-by-month planner pages that appear in parts 2 and 3 of this plan book.

PLC Work

The planner includes a monthly list of PLC tasks for you to incorporate into your planning. These tasks are framed around the four critical questions of a PLC (DuFour, DuFour, Eaker, Many, & Mattos, 2016).

1. What do we want students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond if some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

These PLC Work sections provide a checklist of tasks to guide your work. The companion book to this plan book, *Leading PLCs at Work® Districtwide: From Boardroom to Classroom* (Eaker, Hagadone, Keating, & Rhoades, 2021), provides in-depth examination of the work of district and school leaders in a PLC and will

DECEMBER AND JANUARY PLC WORK

- Attend administrative retreat.
- Hold administrative meetings to discuss nuts and bolts (for example, annual human resources policy updates and training).
- Attend Professional Learning Communities at Work Institute or provide and share district training.
- Hold leadership team meeting and training; the work and information from this meeting will flow to the collaborative grade-level and content teams.
 - Review student achievement data.
 - Establish school SMART goals (Conzemius & O’Neill, 2014).
 - Write norms and accountability protocols.
 - Read chapter 9, “Addressing Conflict and Celebrating in a Professional Learning Community,” in *Learning by Doing* (DuFour et al., 2016, pp. 211–232).
 - Create collaboration calendar.
 - Revisit collaboration expectations and read “Stomping Out PLC Lite” (Keating & Rhoades, 2019).
 - Revisit collective commitments and read “A Shift in School Culture” (Eaker & Keating, 2008).
 - Schedule monthly leadership team meetings.
 - Review scope and sequence of essential standards.
 - Update unit plans based on state assessment data.
 - Identify data that will be reviewed monthly based on the essential standards.
- Review student achievement data from the previous year with staff to ensure specific students receive time and support immediately.
- Revisit master schedule and ask whether it reflects what you value.
 - Collaboration time
 - Additional time, support, and extensions (Tiers 2 and 3)
 - Uninterrupted blocks of time for core instruction
- Schedule MTSS, RTI, and PBIS meetings.
- Plan opening learning days with staff.
- Review the professional development plan.
- Review grading and reporting expectations with staff.
- Plan for and communicate expectations for singletons.
- Plan for schoolwide social-emotional learning focus.

NOTES

DATE _____

February

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

COMPLETE TASK LIST

-
-
-
-
-
-
-
-
-
-
-
-
-

NOTES

© Hawker Brownlow Education

MUST-DO LIST

TEN-MINUTE TASKS

February

Phone Calls

Emails

Classrooms Check-Ins

Feedback and Follow-Up

Celebrations of Success

Positive Note

Positive Parent Connections

Self-Care Plan

Big Projects Ongoing or Upcoming



Hawker Brownlow Education