

# Action Plan Worksheet

Date:

## 1. Implementation Planning and Systemic Support

**WHAT:** Ensure **alignment of district/site policies & practices** to plan and implement NGSS in ways that systemically improve science teaching & learning.

**HOW:** Districts/sites provide leadership, support, & resources to align (NGSS, CCSS, ELD), scale & sustain professional development & leadership capacity. LCAP indicates resources to support science teaching and learning.

Goal	Evidence for Success (How will you know that the action step has been (a) completed (b) been a success?)	Benchmark/Action Steps (List specific actions needed to meet goal)	Resources needed (Human and financial)	Timeline (Start & End Dates)	Person(s) Responsible	Status

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## 2. Resources to Support the Implementation of NGSS Teaching and Learning

**WHAT:** Identify resource priorities and existing resources within the district to support the implementation of the NGSS.

**HOW:** Conduct an analysis of internal and external resources to support this work. Plan for obtaining and managing additional resources.

Objective	Evidence for Success (How will you know that the action step has been (a) completed (b) been a success?)	Benchmark/Action Steps (List specific actions needed to meet objective)	Resources needed (Human and financial)	Timeline (Start & End Dates)	Person(s) Responsible	Status

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## 3. Professional Learning (PL) Plan

**WHAT:** Build site and district instructional leadership capacity for teachers and administrators. Create professional learning opportunities that support the instructional shifts of the NGSS.

**HOW:** Teacher leaders, and district administrators and staff collaborate to provide ongoing professional learning (PD and PLC time) that increase teacher content knowledge and improve pedagogy.

Objective	Evidence for Success (How will you know that the action step has been (a) completed (b) been a success?)	Benchmark/Action Steps (List specific actions needed to meet objective)	Resources needed (Human and financial)	Timeline (Start & End Dates)	Person(s) Responsible	Status

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## 4. Students and Classroom Culture

**WHAT:** Develop a culture for student learning that is aligned with the shifts of the NGSS (Intellectual risk taking, questioning, student driven) and supports diverse students. Design a transition plan for building capacity of students to engage in the practices and teachers to shift their role in the classroom.

**HOW:** Create a communication plan and professional learning for teachers and leaders to support this cultural shift. Examine school and district data to ensure that all students have equitable access to science.

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## 5. Data and Assessment

**WHAT:** Develop district capacity to assess students understanding of science and to use this data to inform both instructional and professional learning needs.

**HOW:** Learn how to create and implement 3-dimensional classroom level formative assessments. Develop district grade level assessments and process for analyzing.

Objective	Evidence for Success (How will you know that the action step has been (a) completed (b) been a success?)	Benchmark/Action Steps (List specific actions needed to meet the objective)	Resources needed (Human and financial)	Timeline (Start & End Dates)	Person(s) Responsible	Status

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## 6. Family, Community, and all other Stakeholders

**WHAT:** Create strong advocacy and community relationships for the improvement of science teaching and learning for all students.

**HOW:** Identify stakeholders, create compelling messaging for a broad range of stakeholders, and build strong partnerships.

Objective	Evidence for Success (How will you know that the action step has been (a) completed (b) been a success?)	Benchmark/Action Steps (List specific actions needed to meet the objective)	Resources needed (Human and financial)	Timeline (Start & End Dates)	Person(s) Responsible	Status*