

# All Things PLC: A Culture of Collaboration and High Expectations Handouts

## Why Should We Commit to Learning for All?

### **We must prepare students for their future, not our past.**

- In 1970, only 28% of jobs required postsecondary education.
- By 2015, 67% of jobs will require postsecondary education.
- In 1970, 74% of the middle class was high school graduates and dropouts.
- In 2007, only 23% of the middle class was high school graduates, and only 8% were dropouts.
- In the same period, the percent of middle class Americans with college degrees increased from 26% to 69%. (Carnevale, Smith, & Strohl, 2010)

### **Those who have not learned how to learn will be left behind.**

- High school graduates and dropouts will find themselves largely left behind in the American economy.
- Postsecondary education and training is no longer just the preferred pathway to the middle and upper classes—it is the only pathway.
- In the 20th century, illiterates were those who could not read.
- In the 21st century, illiterates will be those who have not learned how to learn or have not continued their learning beyond the K-12 system. (Carnevale, Smith, & Strohl, 2010)

### **Access to the American Dream as the land of opportunity and social mobility**

- A child born in the bottom 20% of family incomes is ten times more likely to stay there than a child in the top 20% is of falling to the bottom 20% (Greenstone et al., 2013).
- A child born in the top 20% is five times more likely to stay there than a child in the lower 20% is to rise to the top 20% (Greenstone et al., 2013).
- Education is the most powerful tool for helping students of poverty rise (Greenstone et al., 2013).
- Over 80% of children in the top 20% earn a bachelor's degree (Greenstone et al., 2013).
- A child born to a high school dropout has a one in seventeen chance of earning a bachelor's degree (Esdall, 2012).

### **We are falling behind the rest of the world.**

- The educational system that served our nation well in the 20th century is not serving us well in the 21st century.
- The U.S. dropped from first in the world in percentage of high school graduates to 22nd out of 27 advanced economies (The Broad Foundation, 2013).
- We dropped from first in the world in the percentage of young (25-34) workers with college degrees to second in 1995 to 14th in 2012 (Organization for Economic Cooperation and Development, 2011).
- For the first time in American history, we have a higher percentage of 55-65 year-olds with college degrees than 25-35 year-olds (The College Board, 2008).

### **Our current system isn't working.**

- 30% of students who enter high school will drop out (Swanson, 2009).
- Potential dropouts can be predicted as early as first grade and identified with accuracy by third grade (Sparks, 2013; American Psychological Association, 2012).
- More than one-third of students entering college require remedial courses (Strong American Schools, 2008).
- 34% of students who enter college drop out within the first year (ACT, 2012).
- 36% who enter a four-year public college earn a bachelor's degree within five years (ACT, 2012).
- Only 29% of those who pursue a two-year degree earn it within three years (ACT, 2012).

### **There are serious implications for those who fail.**

- Students who fail school are three times more likely to be unemployed (Breslow, 2012).
- These students are more likely to live in poverty (earn an annual salary of \$20,241 or less) (Breslow, 2012).
- Students who fail school will earn 33 cents for every dollar a college graduate earns, which is the largest discrepancy of all major economies in the world (U.S. Census Bureau, 2006; Organization of Economic Cooperation and Development, 2009).
- Students who fail school are more prone to ill health (Organization of Economic Cooperation and Development, 2009).
- They are four times more likely to be uninsured (Olshansky et al., 2012).
- Female dropouts will live an average of 10.5 fewer years than females who graduate from high school. Male dropouts will live an average of 13 fewer years than males who graduate from high school. And the gap for both sexes is widening (Tavernise, 2012).
- High school dropouts are 63 times more likely to be incarcerated (Breslow, 2012).
- On average, each high school dropout costs taxpayers \$292,000 over his or her lifetime (Breslow, 2012).

**Unit: Ecosystems**

*Over the next three weeks, we'll be studying the ecosystems of the world. Specifically, we'll be exploring how species live and interact with each other, the factors that explain how ecosystems change over time, and how species adapt to their environments.*

**Essential Questions:**

- |   |   |  |
|---|---|--|
| € How do plants survive and reproduce?                              | € What are photosynthesis and cellular respiration? | € How does energy flow through an ecosystem? |
| € How do the non-living and living things in an ecosystem interact? | € How do biotic/abiotic factors influence habitats? |  |

**Learning Target****Your Proof:**

(1). I can explain how flowering plants survive and reproduce.

This means I can correctly label the petals, sepals, stamens, anthers, and pistils on an illustration of a flower and detail the role that they play in the survival and reproduction of flowers.

This also means that I can explain how plants use dormancy and tropism to help them to survive and thrive.

**Rate Your Level of Understanding:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Grades Earned:**

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***(2). I can explain the role that photosynthesis and cellular respiration play in the survival of green plants.***

This means I can create a table that details the characteristics of both photosynthesis and cellular respiration.

***Rate Your Level of Understanding:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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***Grades Earned:***

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***(3). I can explain how energy flows through an ecosystem.***

This means I can create an energy pyramid for a habitat that includes producers, primary consumers, secondary consumers and decomposers.

***Rate Your Level of Understanding:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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***Grades Earned:***

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(4). I can discuss the different ways that matter cycles through the environment.

This means that I can explain the similarities and differences between the carbon, water and nitrogen cycle

**Rate Your Level of Understanding:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Grades Earned:**

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(5). I can describe the role that biotic and abiotic factors play in the development of a habitat.

This means I can choose a biome and explain how factors like temperature, soil conditions, amount of sunlight, diversity of food sources, and existence of predators have impacted the development of the habitat.

**Rate Your Level of Understanding:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**Grades Earned:**

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**Vocabulary to Master:**

€ Petals	€ Sepals	€ Stamens	€ Anther	€ Pistil
€ Photosynthesis	€ Cellular Respiration	€ Cuticle	€ Stomata	€ Glucose (Sugars)
€ Producers	€ Consumers	€ Decomposers	€ Food Chain	€ Food Web
€ Dormancy	€ Tropism	€ Biotic	€ Abiotic	€ Limiting Factors
€ Biome	€ Freshwater	€ Marine	€ Desert	€ Tundra
€ Energy Pyramid	€ Transpiration	€ Parasitism	€ Mutualism	€ Commensalism

## Checklists

<b>Letter to the Editor Checklist for Science Performance Task</b>		
Performance task: Write a letter to the editor of a local newspaper to explain to the readers how moisture affects weather.	Not Yet 0	Yes 1
<b>Accuracy of information: Did you....</b>		
Include 2 facts?  _____ and _____		
Include 2 statistics?  _____ and _____		
Use 1 quote? _____		
<b>Organization: Did you.....</b>		
Engage the reader?		
Write clear topic sentences?		
Write 3 support sentences to provide evidence?		
Provide a clear focus in your paragraphs?		
Provide a satisfying closure to your letter?		
<b>Usage: Did you check for...</b>		
Correct grammar?		
Subject/verb agreement?		
A variety of sentence structure?		
Appropriate transitions?		
<b>Mechanics: Did you check for correct.....</b>		
Capitalization?		
Spelling?		
Punctuation?		
<b>Content: Did you include...</b>		
2 examples of weather patterns (for example, cold front)?  _____ and _____		

Letter to the Editor Checklist for Science Performance Task		
2 examples of weather events (for example, tornado)? _____ and _____		
Accurate research on evaporation and weather?		
Charts, graphs, and diagrams: Did you....		
Include 2 visuals (for example, 1 chart / 1 diagram)?		
Explain visuals clearly and accurately?		
Make your visuals easy to read?		
Make your visuals easy to understand?		
Present accurate information in the visuals?		
Letter format: Did you include...		
The date?		
An appropriate salutation?		
A closing?		
Your signature?		
Student Comment:	Total Points: _____ Out of 26 23 - 26 = A 21 - 22 = B                      Grade: _____ 18 - 20 = C 17 or under = Not Yet	

## Reflecting on Your Mid-Quarter Progress

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What aspect of your effort and preparation were most effective?

What aspect of your effort and preparation were least effective?

What specific action or actions will improve your performance?

What will you do differently starting this week?

Are there some things I can do to help you achieve your goal?

## Tracking My Attendance Week by Week

You are important to our class goals! Being here gives you the chance to grow your brain power. Dare yourself to be the healthiest student in class!.

Month:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Totals

Month:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Totals

Month:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Totals

## Team Meeting Agenda

Meeting Agenda for \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Meeting Facilitator: \_\_\_\_\_

### Meeting Participants


### Meeting Tasks

Time	Objective	Results/Follow-up
5 minutes	Meet, greet, review norms and previous meeting minutes.	
Task 1		
Task 2		
Task 3		
5 minutes	Closure, determine resource needs for next time and assign follow-up tasks, reflect on norms	

## Examples of Informing Parents:

Dear Parent or Guardian,

At Pleasant View Middle School we take great pride in helping our students achieve at high levels. We have identified the essential learning outcomes in each of our subjects based on national, state and local standards. It is our expectation that our students will master the learning targets that have been established for each subject, and will therefore be better prepared for success beyond their middle school experience.

In keeping with the mission of our school, “Dedicated to Student Success,” we recognize that some of our students need extra time and support in their learning. We have established a directed study hall for our students who need extra help. Students will attend this program during an extended lunch time. When they demonstrate mastery of the learning targets they will return to the general activity time that we have for students following lunch. To encourage students to work hard, we will give full credit for all assignments that are completed, including improvement on any assessments.

We are excited to have allocated the resources for this program and appreciate your support and partnership. Please feel free to contact the team if you have any questions about this program.

“Dear Parent or Guardian,

“I will not include zeroes for late or missing assignments in achievement statistics because zeroes do not describe learning, and they are extreme as values. I will use the median average (or middle score) as a general indicator of achievement unless there is an unusual circumstance. In that case, I will consider the relative importance of the learning goals achieved and the recency of scores. If there is insufficient evidence of achievement, I will assign an incomplete and expect the student to make arrangements to make up or repeat the learning experiences that were missed.”

—O’Connor, 2007, *Ahead of the Curve*, pp.141-142

Dear Parent or Guardian,

We want to take this opportunity to welcome to a great school year for your child. As a team, we have high expectations and want all of our students to master the learning outcomes in each of our classes. Your child is on a team that enjoys taking the time to study successful instructional practices. We take great pride in being a professional learning community. We are great team that follows best practices.

A common instructional practice in schools is the assignment of homework. You will be interested to know that research supports the strategy of giving students homework or independent practice. What became clear to us is that homework is most meaningful when students understand it's purpose and are provided feedback and encouragement rather than a grade. Our team has agreed to view homework as practice to reinforce the learning outcomes in our classes. It is our commitment to our students and parents that we will make homework meaningful and supportive when it is assigned. Therefore, we will not be grading homework as a summative grade, but will still expect our students to practice for success.

It is our hope that you will join with us in helping your child understand that independent practice helps move learning from short-term memory to working/long-term memory. There may be times when they struggle with their homework since they are practicing newly acquired skills. You can support the concept of perseverance and problem solving as you help them with their homework, but don't let the assignment overwhelm you or your child.

Please feel free to contact any of us on the team if you have questions. Thank you for partnering with us in this wonderful journey of learning.

Dear Parent or Guardian,

Your child is on a team that believes learning is continuous and that students need to see themselves as capable and confident in their own learning. It is important for our students to see how they are progressing with the learning goals of each class.

We will be implementing the use of “Student Data Notebooks” in our classes this year. These notebooks will be kept by our students and will be available to you to see at any time. The notebooks are not for a grade, but instead are a tool for students to track and study their progress throughout the year. We want our students to have a clear picture of the desired learning outcomes and reflect on their progress toward mastery. Students will be setting goals and focusing on the necessary actions that lead to success.

Students will be able to tell you exactly where they are in accomplishing the learning goals in each class at any time. They will specifically be sharing their progress with you during our parent conference days.

We are excited about our students discovering and “owning” their learning. Naturally, you are welcome to contact us about your child’s progress at any time, but we anticipate and will encourage your child to talk to you about their progress in class.

We are looking forward to an exciting and adventurous year of learning!

## Switch: How to Change Things When Change is Hard ~ Dan Heath and Chip Heath

Obstacles	Tips
People don't see the need for change	Find the feeling Create empathy Tweak the environment so that the need for change is non-negotiable
"We've never done it like that before."	Highlight identity: How is this idea consistent with our organizations purpose Share how it is being done in our very organization
We should be doing something, but we're getting bogged down in analysis.	Don't over analyze - find a feeling that will get the person moving Create a destination marker and plan for what needs to be done to get there Simplify the problem by scripting the critical moves
The environment has shifted, and we need to overcome our old patterns	Create a new habit Set an action trigger - what event in our professional life will cause us to take the action? Create a routine Remember that ambiguity is the enemy - come up with the rules
People simply aren't motivated to change	Does the problem stem from an identity conflict? <i>Encourage people to take a small step toward the new identity</i> Create a destination postcard that makes the change more attractive Lower the bar to get people moving Use social pressure to encourage change Smooth the path to change so much that even an unmotivated person will slide along

Obstacles	Tips
I'll change tomorrow	<p>Shrink the change so that you can start today</p> <p>If you can't start today, set an action trigger for tomorrow</p> <p>Make yourself accountable to someone. Let your colleagues know what you're doing, trying to change, so their peer pressure will help you</p>
People keep saying, "It will never work."	<p>Find a bright spots that show it can work</p> <p>Engineer a success that could change your team's attitude</p> <p>Some people probably do think it will work. Carve out a free space for them where they can catalyze the change without facing direct opposition</p>
I know what I should be doing, but I'm not doing it.	<p>Knowing isn't enough. Get started with baby steps</p> <p>Find ways you can tweak your current environment or reality so that you're forced to change</p> <p>Behavior is contagious. Get someone else involved with you so that you can reinforce each other</p>
You don't know my people. They absolutely hate change	<p>Consider the problem of the fundamental attribution error (We assume the person is just inclined to resist, when really they are needing more information and direction.)</p>
People were excited at first, but then we hit some rough patches and lost momentum	<p>Focus on building habits. When you create habits, you get the new behavior</p> <p>Motivate people by reminding them how much they've already accomplished</p> <p>Teach the growth mindset. Every success is going to involve rough patches.</p>
It's just too much.	<p>Shrink the change until it's not too much</p> <p>Start developing the growth mindset. <i>Progress doesn't always come easily - achieving success requires some failures along the way. Don't beat yourself up when those failures occur</i></p>

## PLC Implementation Planning Guide”

This is an example of what a year-long plan may look like for a school. Professional learning communities differ from one another, and one plan cannot fit all schools. Some schools may have the following components in their plan while others may not. This is for your review as an example of how to use this form.

2010–2011		Members to Involve: LT, Teams, Departments, Guidance	
When	Team or Dept.	Subject, Topic, or Goal	Expected Outcome, Product, or Evidence?
Jul.	LT (Retreat)	Further LT’s knowledge of the PLC at Work™ process and develop a presentation for all staff.	<ul style="list-style-type: none"> <li>• Build implementation plan for the year.</li> <li>• Develop presentation for beginning-of-year staff meeting.</li> </ul>
Aug.	LT	Staff presentations	<ul style="list-style-type: none"> <li>• Revise processes for all teams.</li> <li>• Respond to the four critical questions (team).</li> <li>• Develop plan for building common assessments.</li> </ul>
Sept.	School Teams	Common assessments (team or department)	<ul style="list-style-type: none"> <li>• Build common assessments.</li> <li>• Submit calendars for assessment administration and data review.</li> </ul>
Oct.	LT Teams	SMART goals	<ul style="list-style-type: none"> <li>• Each team submits SMART goals based on assessment data and shares with staff.</li> </ul>
Nov.	LT Dept. Teams	<b>Intervention plan:</b> Protocol to assess classroom practices	<ul style="list-style-type: none"> <li>• Each team submits examples of their first-line-of-defense interventions.</li> <li>• Consider core practices in the classroom.</li> <li>• Identify what we need to learn to enhance our practices.</li> </ul>
Dec.	LT– Dept.	<b>Best practices:</b> <i>The Art and Science of Teaching</i>	<ul style="list-style-type: none"> <li>• Start learning meetings, staff study, and application of research-based practices.</li> </ul>
2010–2011		Members to Involve: LT, Teams, Departments, Guidance	
When	Team or Dept.	Subject, Topic, or Goal	Expected Outcome, Product, or Evidence?

Jan.	LT	Master schedule considerations	<ul style="list-style-type: none"> <li>• Create models of master schedules that provide time for collaboration and interventions. Revise master schedule to provide collaboration and intervention time.</li> </ul>
Feb.	Dept.	SMART goals	<ul style="list-style-type: none"> <li>• <b>Presentations:</b> Share and celebrate SMART goal accomplishments.</li> </ul>
Mar.	LT– Dept.	Common assessments	<ul style="list-style-type: none"> <li>• Continue to monitor and provide guidance on common assessments.</li> <li>• Review key factors of formative assessments.</li> </ul>
Apr.	LT	Vertical articulation	<ul style="list-style-type: none"> <li>• Prepare plan for feeder schools to provide data on incoming students.</li> </ul>
May	Student Support Services	Vertical articulation; essential learnings	<ul style="list-style-type: none"> <li>• Meet with potential at-risk students.</li> <li>• Create artifact documents for the start of next year (essential learning first four weeks and common assessments).</li> </ul>
June	LT (Retreat)	Celebration; staff development for next year	<ul style="list-style-type: none"> <li>• Survey and analyze results to prepare plan for next school year.</li> </ul>

## First Semester Team Collaboration Outcomes

**Our Mission:** To maximize every student's academic potential and personal responsibility.

**School SMART Goal:** All students will demonstrate mastery of their coursework essential standards by the end of the 2008/2009 school year.

To achieve this goal, we agree to be "tight" about the following team outcomes:

### Norms

- By September 10, teams will collaboratively create/revise their team meeting norms.
- Norms will be reviewed at every meeting, and revised as needed.

### Smart Goal(s)

- By September 10, teams will write a SMART goal(s) for the year.
- Teams will work interdependently and hold each other mutually accountable to achieve the goal(s).

### Essential Standards

- By October 8, teams will collaboratively identify essential learning standards (no more than 10) each course of study.
- Identified standards should prepare students for success at the next level of study.
- For each standard, the team will write the standard in kid-friendly terms, determine the level of rigor, identify prior skills/academic vocabulary needed, create/select the common assessment that will be used to measure student mastery, and determine when the standard will be taught.

### Common Assessments

- Common assessments will be given to measure student mastery of essential standards.
- Teams will collaboratively create at least one common assessment.
- Teams will collectively use the "5" common assessment guiding questions when reviewing common assessment results.

### Intervention/POI/Tutorial

- Teachers will refer at-risk students to the Pyramid of Interventions every three weeks.
- Teams will offer weekly tutorial support..

### Areas of Staff Learning:

- Best Grading Practices
- Student Data Notebooks
- Student Engagement
- Formative Assessment

## Preparing for Collective Inquiry

Identify with **Big Idea**, **Corollary Question**, or **Other** category of focus as you respond to the questions in the left column.

<b>Corollary Questions</b>		1. What do we expect students to learn?	<b>Three Big Ideas</b>	1. Learning
		2. How will we know what students have learned?		2. Collaboration
		3. How will we respond to students who aren't learning?		3. Results Oriented
		4. How will we respond when they learn quickly or already know it?	<b>Other</b>	
<b>Question</b>	<b>Response</b>	<b>Point Persons</b>	<b>Materials</b>	<b>Delivery Date</b>
What strategies will be implemented to engage the stakeholders?				
What is the plan for follow-up after the initial introduction, presentation, or training?				
What resources will be shared to help stakeholders gain an understanding?				
What problems or barriers are anticipated?				
How will feedback from stakeholders be obtained?				

## Planning for Collective Inquiry

Identify an area of grading that you plan to address.							
Factoring in Homework	Participation Grades	The Role of Zero in Grading	Evidence Based Grading	Second Chance Tests	Grading with Learning in Mind	What About Incomplete Work?	
Problems with Averaging Scores	Grading for Attendance	Extra Credit Work to boost a Grade	Standards Based Grading	Scaled Scores	100 Point Scale vs the 4 Point Scale		
Question	Response					Point Persons	Date
What strategies will be implemented to engage the stakeholders?							
What is the plan for follow-up after the initial introduction, presentation, or training?							
What resources will be shared to help stakeholders gain an understanding?							
What problems or barriers are anticipated?							
How will feedback from stakeholders be obtained?							

## PLC Related Subjects, Topics or Goals for Consideration

- Collaboration Clarity - Answering the Four Critical Questions of Teams during Team Meetings
- Developing Clear Learning Targets for Student Engagement
- Defining Team Developed Common Assessments
- Creating Frequent, Team Developed Common Formative and Common Summative Assessments
- Reviewing Team Developed Common Assessments
- Sharing Strategies for Analyzing Data from Common Assessments
- Sharing Strategies for Interventions at the Classroom, Team and School-wide level
- Develop Strategies for Identifying Students for Interventions - What's Working, What Could Work Better,
- Adjusting the Master Schedule for Intervention Time During the School Day
- Reflecting on Current Interventions - What Is Working, What Isn't Working
- Developing Topics and a Process for Staff Learning
- Examining Best Practices for Instruction
- Develop a Process for Peer Coaching to Build Shared Knowledge
- Understanding the Instructional and Emotional Needs of Students from High Poverty Environments
- Developing an Understanding of Formative Assessment
- Developing an Understanding of Student Engagement
- Developing an Understanding of Student Motivation
- Developing Strategies to Build a Collaborative Classroom
- Developing Strategies for Student Self-Reflection
- Goal Setting with Students
- Data Walls for Charting Student Progress
- The Impact on Self-Efficacy of Tracking and Studying Student Progress
- Differentiated Instruction
- Celebration Planning for Students and Adults
- Plan for Next Steps to Enhance Mission, Vision, and Collective Commitments
- Study and Develop a Proactive Approach for Positive Student Behavior
- Study and Develop a Positive Approach to Address Student Attendance
- Building Shared Understanding of Learning Theory and Brain Based Instructional Strategies
- Calibrating Our Scoring of Student Work
- Understanding, Developing and Simplifying the RTI Process
- Study and Reflect on the Art and Science of Teaching

## Critical Issues for Team Consideration

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team is Addressing This				True of Our Team		

	Critical Issue	Role of the Principal	Role of the Team Leader
1	We have identified team norms and protocols to guide us in working together and periodically evaluate our effectiveness as a team		
2	We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.		
3	Each member of our team is clear on the essential learnings of our course as well as the essential learnings of each unit.		
4	We have aligned the essential learnings with Common Core Standards and the high stakes exams required of our students		
5	We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.		
6	We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.		

	<b>Critical Issue</b>	<b>Role of the Principal</b>	<b>Role of the Team Leader</b>
7	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.		
8	We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings and provide targeted interventions based on the results		
9	We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.		
10	We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.		
11	We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students at higher levels.		

## Planning Template for Prioritizing Work and Learning

Area of Focus: \_\_\_\_\_

List tasks in order of importance or sequence	What steps do we need to take and in what order?	Who will do this and by when?
Task One	Action One:	Who and by when:
	Action Two:	Who and by when:
	Action Three:	Who and by when:
Task Two	Action One:	Who and by when:
	Action Two:	Who and by when:
	Action Three:	Who and by when:

