

Use of the Record of Continuous Improvement and Schoolwide Plan

- This document is required for all Focus Schools, and Priority Schools. The School Action Plan uses the Active Implementation (AI) Frameworks to support sustainable change. Additional detail is located on the [Active Implementation Hub](http://implementation.fpg.unc.edu/) (<http://implementation.fpg.unc.edu/>).
- This document may be used as the Schoolwide Plan if your LEA/School does not already use a LEA/School-created plan that fulfills all of the schoolwide plan requirements.

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Part I – District and School Information

(Required for all schools completing the Record of Continuous Improvement)

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Roseville Area Schools ISD#623	Phone: 651-635-1600
Superintendent (Director): Dr. Aldo Sicoli	Fax: 651-635-1659
District Address: 1251 County Road B2 West, Roseville MN 55133	Email: Aldo.Sicoli@isd623.org
Title Coordinator: Florence Odegard	Phone: 651-628-6451
Coordinator Address: 1251 County Road B2 West, Roseville MN 55133	Email: Florence.Odegard@isd623.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Edgerton Elementary School, K-6	Phone: 651-772-2565
School Address: 1929 Edgerton Street, Maplewood MN 55117	Fax: 651-772-1510
Principal: Melissa Sonnek	Email: Melissa.sonnek@isd623.org

Determine Your Category

- Schoolwide program
 - Priority (complete Parts I, II, III)
 - Focus (complete Parts I, II, III)
 - Continuous Improvement (complete Parts I, II, III)
 - No MMR designation (complete Parts I, II, III)
- Targeted assistance program
 - Priority (complete Parts I, II, III)
 - Focus (complete Parts I, II, III)
 - Continuous Improvement (complete Parts I, II, III)
 - No MMR designation (complete Parts I, II, III)
- Non-Title School (complete Parts I, II, III)

Demographic Information

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information.

Student Group	Percent of Total Enrollment
American Indian/Alaskan Native	1.6%
Asian/Pacific Islander	42.9%
Hispanic	17.7%
Black, not of Hispanic Origin	18.2%
White, not of Hispanic Origin	19.5%
English Learner	33.6%
Special Education	12.2%

Student Group	Percent of Total Enrollment
Free/Reduced Price Lunch	69.2%
Homeless	3%
Neglected	unknown
Delinquent	unknown
Foster Care	unknown
Military	unknown

Schoolwide Leadership Implementation Team

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at [Module 3 – Implementation Teams](#) on the AI Hub.

Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others.

School Leadership supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, etc.

Team Member Name	Role	Contact Information
Melissa Sonnek	Principal	Melissa.sonnek@isd623.org
Laura Berkas	Teacher, Coach	Laura.berkas@isd623.org
Erica Anderson	Parent, Teacher	Erica.anderson@isd623.org
Joan Froemming	Intervention Teacher	Joan.froemming@isd623.org
Stacey Whitwood	Parent, Community Member	Stacey.whitwood@isd623.org
Jolene Moore	Student Services Supervisor	Jolene.moore@isd623.org

Describe how the Schoolwide written plan

- Will be made available to parents and other stakeholders, and
- in a format and language that parents can understand.

Supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, sample letters, etc.

Designing our schoolwide improvement plan is critical work, which we approach strategically. Our school wide improvement plan serves as our compass and guides the work we do all year. It has a direct impact on the professional development staff experience and the lived experience of students. We begin by meeting as a team and reviewing multiple sources of data including but not limited to; MCA Data, MCA Achievement and Achievement Gap Reduction, FAST & Balanced Literacy Data Analysis, 5 Essentials staff and student survey, SIP Implementation Survey, SIP Implementation Analysis, SWIS End of Year Report, SWIS End of Year

Presentation and Staff feedback on reducing office discipline referrals. After analyzing the data we determine our celebration data and our opportunities for growth data.

It's from this data that we design our schoolwide plan. The plan details steps we will take as a school, a plan across the school year and professional development for the staff. We share a simplified version of this plan on our school website. I, the building principal, also present this to parents in September.

REQUIRED SIGNATURES:

Melissa Sonnek
Principal Signature

6-29-18
Date

Superintendent/Director Signature

Date

Part II – Comprehensive Needs Assessment

(Required for all Schoolwide Programs, Focus Schools, and Priority Schools; Recommended for All Schools)

All Focus and Priority schools and any school operating a Schoolwide Program (SWP) must conduct a comprehensive needs assessment (CNA) that is based at least in part on the academic achievement information of all students in the school.

1. DATA REVIEW

- Data review should include data from multiple sources: Academic, non-academic, program, perception, and fidelity data
- Information below represents possible data sources.
- Add or delete rows as needed.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
<p>What data sources will the team review?</p> <p>What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p>What did you learn from the data you reviewed?</p>	<p>When will we study the data?</p>	<p>What will you do next to advance the data review process?</p>
<p>Viewpoint-Enrollment Data</p>	<p>Roughly 20% of our students are new every year (most are in early grades, students of color, FRP, 1/3 EL). This year 60% of our new students did not meet on the MCAs. It's also important to note, half of our kids are new by the time they reach 3rd grade. By 6th grade, 60% are new. We only retain about 28% of our students K-6 (Why? Economic mobility?). <i>Regardless, we need to get to know our new students and their needs fast.</i></p>	<p>Team- August 13, 2018 Whole Staff- August 29, 2018</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>
<p>MCA Proficiency Level and Achievement Level Data by Student Group</p>	<p>Reading: Our reading achievement goal was to increase in the number of students who demonstrate high growth from 31% to 36%. We will not get our growth data from the state until August. Our reading achievement gap goal was to decrease the achievement gap for LEP students by increasing high growth on the MCA Math from 29.1% to 34.1%. We will get that data in August as well but predict that we did not meet that goal.</p>	<p>Individual-July 2018 Team- August 13, 2018 Whole Staff- August 29, 2018</p>	<p>This data will be used to design our site improvement plan and instructional strategies. One area we will consider focusing on will be social and emotional learning and closing the relationship gap.</p>

<p style="text-align: center;">DATA</p> <p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p style="text-align: center;">REFLECTION</p> <p>What did you learn from the data you reviewed?</p>	<p style="text-align: center;">REVIEW DATE</p> <p>When will we study the data?</p>	<p style="text-align: center;">NEXT STEPS</p> <p>What will you do next to advance the data review process?</p>
	<p>Reading FAST Data:</p> <ul style="list-style-type: none"> • When analyzing the percentage of students who started the year below benchmark but met the benchmark in the spring, we saw double-digit gains in many cohorts of students. 33% of the students who were below benchmark in the fall are now above benchmark (compared to the district average 25%). In every grade level except 5th grade, we outperformed the district. This is evidence that our intervention model is effective. • Regarding our core instruction as measured by FAST, for all the kids were at or above the benchmark in the fall, the majority of the students stayed there, specifically 93%. This is similar to the district average of 92%. This is evidence that our core instruction is effective for our students who are at grade level. • If you look under the hood with this FAST data, Tier 2 at Edgerton has always been relatively good, but there's been a lot of variation by grade. Our overall school results are nearly always best or second best in the district, but we have a few grades way up there and others substantially lower than the school average. Variation tends to be greatest at the individual teacher level. A focus could be helping individual teachers improve. 		

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	<p>MCA Reading Data Long story short, our proficiency in reading increased slightly to 49.5%.</p> <p>Achievement Gap Reduction Data In reading we saw a significant increase in our cohort of white students ranging from 5%-11%. This is positive as we always want student achievement to increase but this is also negative because it creates a larger achievement gap for our students of color.</p> <p>Math MCA Data: This year Edgerton dropped in proficiency to 34%.</p> <p>Achievement Gap Reduction Our proficiency in math for each subgroup is as follows:</p> <ul style="list-style-type: none"> ▪ AI-75% ▪ API-32% ▪ Hispanic-19% ▪ Black-11% ▪ White-66% <p>Making Meaning of the Data We also had a great deal of new students this year. Roughly 20% of our students are new each year. They don't know us or trust us when they start which causes a relationship gap. We need to get to know our new students and their needs fast. We need to double down our efforts in building rapport and trust and creating a school</p>		

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	culture where they feel they belong.		
Review MCA/MTAS Proficiency and Achievement Level Data by Grade	<p>Reading Grade level Data There was variation this year in Reading MCA scores by grade levels that is not typical. The proficiency was as follows:</p> <ul style="list-style-type: none"> ▪ Grade 6-48% ▪ Grade 5-42% ▪ Grade 4-43% ▪ Grade 3-55% <p>Math Grade Level Data The proficiency was as follows:</p> <ul style="list-style-type: none"> ▪ Grade 6-39% ▪ Grade 5-30% ▪ Grade 4-29% ▪ Grade 3-38%. 	Individual-July 2018 Team-August 13, 2018 Whole Staff-August 29, 2018	This data will be used to design our site improvement plan and instructional strategies. One area we will consider focusing on will be social and emotional learning and closing the relationship gap.
Review ACCESS for ELLs Growth and Proficiency Data	<p>ACCESS Data/Exited EL Data:</p> <ul style="list-style-type: none"> • A very high amount of 5th graders exiting EL which is great! This tells us that they are getting quality instruction in the earlier grades and 5th grade would be about the time that we would expect students to exit if they have good support. They also represent a variety of languages so that means it is less likely to be a cultural strength group. • Also, there were 23 students who have exited from EL. On MCA Reading, 79% of them met, 26% partially met and no students fell into the “did not meet” 	Individual-July 2018 Team-August 13, 2018 Whole Staff-August 29, 2018	Identify Next Data Source or Next Steps

DATA What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	REFLECTION What did you learn from the data you reviewed?	REVIEW DATE When will we study the data?	NEXT STEPS What will you do next to advance the data review process?
	category. This shows for the most part students who exit EL are meeting grade level standards.		
Stakeholder Feedback-students and staff (5Essentials)	<p>According to 5Essentials, schools that are at or above benchmark on 3 or more essentials are ten times more likely to improve than schools that are below the benchmark. Last year Edgerton was at or above in four categories. This year EDG is at or above in two categories.</p> <p>That said, based on the 5Essentials Survey, Edgerton still falls into the category of organized for improvement. In looking at the Overall Category the following fell into the “strong category”: Supportive Environment and Ambitious Instruction. Collaborative Teachers, Involved Families and Effective leaders fell in the neutral category. Here’s what we noticed:</p> <p>We have noticed positive trends in the following areas:</p> <ul style="list-style-type: none"> • Principal Instructional Leadership • Peer support for academic work • Academic Press <p>Some of our highest scoring categories include:</p> <ol style="list-style-type: none"> 1. Peer support for academic work 99% 2. Teacher-Parent Trust (teacher perception) 90% 3. Socialization of New Teachers 89% 4. Student-Teacher Trust (teacher perfection) 85% 	<p>Individual-July 2018 Team-August 13, 2018 Whole Staff-August 29, 2018</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>

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	<p>Some of our lowest scoring categories include:</p> <ol style="list-style-type: none"> 1. Teacher-Teacher Trust 37% 2. Parent Influence on Decision Making in Schools 39% 3. Collaborative Teacher Practices 39% 4. Academic Personalism 39% <p>Categories EDG outperforms Roseville in all categories except Involved Families. Some specifics include:</p> <ul style="list-style-type: none"> • Effective Leaders; Roseville 39%, EDG 57% • Instructional leadership; Roseville 17%, EDG 56% • Ambitious Instruction: Roseville 49%, EDG 62% • Academic Press: Roseville 43%, EDG 73% • Quality Professional Development: Roseville 47%, EDG 67% • School Commitment: Roseville 47%, EDG 66% 		
<p>Office Discipline Referral Data</p>	<p>Edgerton does not want to be a school where race predicts disciplinary action, especially for our black students. Historically on a national level, this is what schools across our country have done. At Edgerton we want to interrupt that narrative.</p> <p>Here are some of the interventions and strategies we have tried and continue to implement:</p>	<p>Individual-July 2018 Team-August 13, 2018 Whole Staff-August 29, 2018</p>	<p>This data will be used to design our site improvement plan and instructional strategies. One area we will consider focusing on will be closing the relationship gap, especially for students new to Edgerton.</p>

<p style="text-align: center;">DATA</p> <p>What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?</p>	<p style="text-align: center;">REFLECTION</p> <p>What did you learn from the data you reviewed?</p>	<p style="text-align: center;">REVIEW DATE</p> <p>When will we study the data?</p>	<p style="text-align: center;">NEXT STEPS</p> <p>What will you do next to advance the data review process?</p>
	<ul style="list-style-type: none"> • School Wide Behavior Plan • Tiers of Intervention • All Licensed Staff PD on Implicit Biases • Training for Non Licensed Staff on Implicit Biases • Layered in a menu of questions staff have to use before sending a student to the office for disrespect, defiance or insubordination • Positive Office Referrals • Overrepresentation of office referrals shared with the staff three times across the year as a whole staff and in PLCs throughout the year for grade level teams • Individual Staff ODR data is shared with each licensed staff member • Monthly analysis of ODR data • Staff completed end of year survey on suggestions for continuing to reduce the overrepresentation of ODRs link • Professional Development from Welcoming Schools and “A Better Way” • Four positive phone calls home each month • Yoga Calm and the Compass Room • Behavior Coach meeting weekly with Tier II students 		

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.

- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Comprehensive needs assessment supporting documentation should be maintained at the school/district. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: Our proficiency in reading increased slightly from 48% to 49.5%.

Mathematics: Some specific successes in Math include:

- 3rd grade had 12% less students in DNM and a 9% increase in proficiency
- 4th grade had a 2% positive change in proficiency
- 5th grade also had 17% less students in DNM
- 5th and 6th grade saw increases in students exceeding expectations (specifically a 3% increase in 5th grade and 9% increase in 6th grade)

Prioritized Concerns:

After reviewing the data in step 1, what concerns were noted?

For Schoolwide Plans:

Reading: We need to teach more culturally competent and responsive to the diverse needs of our learners. We also need to use more best-practice instructional strategies for EL learners and students of color.

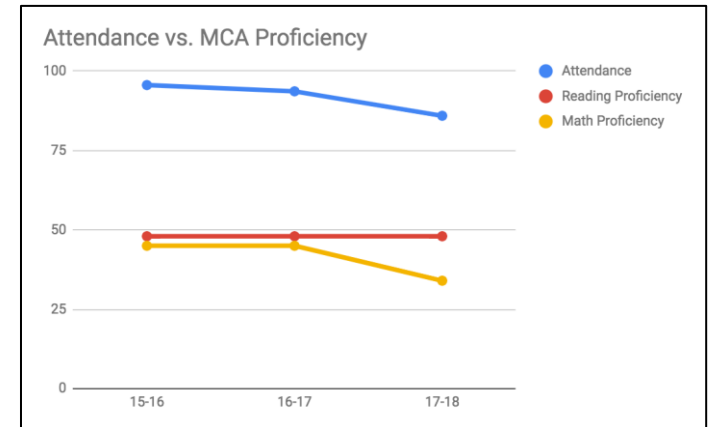
Mathematics: While our reading scores stayed the same, our math scores dropped by roughly 10%. This is the first time Edgerton has experienced a drop in our math scores since in the last several years. In reading students have several opportunities across the school day for learning; whole group reading, small group reading, read alouds, writing, reading intervention, etc. For math, students get their whole group and small group math instruction and that's it. Due to the drop in proficiency, interrupting this will be a priority.

Hypothesized Root Causes:

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

Reading and Mathematics: Roughly 20% of our students were new this year. 60% of those students were not proficient on MCAs in Math. We also need to insure that our classroom management and teacher to student relationships, as well as student to student relationships, are strong so students have access to instruction. We also need to get to know our students quickly and build a rapport with them so they feel safe and a sense of belonging at Edgerton.

Something else to consider is Edgerton's Attendance data. In 2017-2018, Edgerton's average attendance was 85.94%. In 2016-2017 our attendance was 93.64% and in 2015-2016 it was 95.61. On the chart you can see the correlation between our attendance and math proficiency. During the 2017-2018 school year, the average student missed 26 days of school during the school year. Studies out of John Hopkins show a correlation between a 95%+ attendance and how that impacts student achievement and graduation rates. Within those same studies, they include the early warning indicator ABC's of students who have the highest dropout potential (starting in 3rd grade) which include: A-Attendance, B-Behavior and C-Coursework failure in reading and math. This has implications for us at EDG because improving attendance could have a great deal of potential in positively impacting student achievement.



SUMMARY OF SCHOOLWIDE PROGRAM FOR SCHOOL YEAR 2017-2018

1. MATHEMATICES

A. Mathematics

- 1) Professional Learning Communities with an emphasis on essential Math Standards for each grade.
- 2) Increasing absent narratives to increase student engagement
- 3) Social and Emotional Learning to close the relationship gap, increase engagement and allow students to access the instruction.

SMART Goal: Edgerton will increase the number of students who demonstrate high growth on MCA Math from 16.5% to 21.5%.

B. Mathematics Usable Intervention(s):

Identify intervention (evidence -based strategies or practices) the team has selected for implementation (at least one intervention for each prioritized need).

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Professional Learning Communities that examine student data as evidence of learning essential grade level standards. This will be followed by interventions for students who have not learned essential math standards.
2. Increasing student engagement by incorporating absent narratives.
3. Whole group Social and Emotional Learning in the classroom at a minimum of every other week.
4. Social and Emotional Learning intervention from “The Eagle Squad” (school social worker, psych, behavior coach and principal)

C. Describe how the selected interventions...

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

- a. PLCs-Staff will participate in PLCs that focus on math on a weekly basis. Teams will use formative assessments and bring data to their PLC to reflect on teaching and learning. Teams will also create intervention plans to ensure students who have not yet learned the benchmark will have additional instruction so they can learn the benchmark. Teams will also reflect on their instruction and how it impacted student achievement.
- b. ABSENT NARRATIVES: All staff will create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color. This work will support students being more culturally aware and sensitive to the humanity of all. This will also help students see their place in building future socially just societies.
- c. SEL (Social and Emotional Learning)-Behavior, mental health and trauma are all things that can prevent a student from accessing instruction and learning. By meeting the social and emotional needs of ALL students we will remove barriers that prevent students from accessing the curriculum. This will impact student achievement and foster learning and high growth.

D. For each selected strategy or intervention, state detail implementation steps including each action step and the anticipated timeframe for completion

Strategy/Intervention	Action Step and Detailed Implementation Steps <i>(Identify persons responsible for completing each identified the action step)</i>	Anticipated timeframe for completion
PLCs	Teachers selecting essential standards and ensuring students learn them. This will	September-May

	be evidenced by common formative assessments.	
Professional Development	Four times across the school year regarding Absent Narratives. Teams will also use an absent narrative rubric to assess the implementation of absent narratives.	September-May
Teacher Observations and Professional Development	Done by principal, lead teachers and peer observers (in relation to SEL). Staff will have professional development on SEL teaching and learning. We will also provide SEL for adults.	September-May

2. READING

A. Reading

- 1) Increasing absent narratives to increase student engagement
- 2) Social and Emotional Learning to close the relationship gap, increase engagement and allow students to access the instruction.

SMART Goal: Edgerton will increase the number of students who demonstrate high growth on MCA Reading from 27% to 31%.

B. Reading Usable Intervention(s):

Identify intervention (evidence-based strategies or practices) the team has selected for implementation (at least one intervention for each prioritized need).

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Increasing student engagement by incorporating absent narratives. Increasing student engagement by incorporating absent narratives. Students will be culturally aware and sensitive to the humanity of all. Students see their place in building future socially just societies.
2. Whole group Social and Emotional Learning in the classroom at a minimum of every other week.
3. Social and Emotional Learning intervention from "The Eagle Squad" (school social worker, psych, behavior coach and principal)

C. Describe how the selected interventions...

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

a. ABSENT NARRATIVES: All staff will create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color. This work will support students being more culturally aware and sensitive to the humanity of all. This will also help students see their place in building future socially just societies.

b. SEL (Social and Emotional Learning)-Behavior, mental health and trauma are all things that can prevent a student from accessing instruction and learning. By meeting the social and emotional needs of ALL students we will remove barriers that prevent students from accessing the curriculum. This will impact student achievement and foster learning and high growth.

D. For each selected strategy or intervention, state in detail the implementation steps including each action step and the anticipated timeframe for completion.

Strategy/Intervention	Action Step and Detailed Implementation Steps <i>(Identify persons responsible for completing each identified the action step)</i>	Anticipated timeframe for completion
Professional Development	Four times across the school year regarding Absent Narratives. Teams will also use an absent narrative rubric to assess the implementation of absent narratives.	September-May
Teacher Observations	Done by principal, lead teachers and peer observers (in relation to SEL).	September-May
Professional Development	Staff will have professional development on SEL teaching and learning. We will also provide SEL for adults.	September-May

3. BUDGET

List the costs required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds.

- 1)-Intervention Teachers
- 2) Teachers supervising MRC/MMC
- 3) Parent Engagement Night (food and supplies)

- 4) Conference Transportation
- 5) Interpreter Contracts
- 6) Transportation for families to help remove barriers of them getting to the school for different events

4. STAKEHOLDER INVOLVEMENT

Describe how parents, teachers and school administrators, community members, and others were involved in the development of the schoolwide plan (supporting documentation including meeting agendas, minutes, sign-in sheets must be maintained).

The Title I Planning Team that includes teachers, the principal, parents and community members met in June. A team will meet again on August 13, after we get our MCA data to review our data and finalize our improvement plan and professional development for the school year. This will be shared with all families on September 17, 2018.






5. PROGRAM EVALUATION *(include evaluation dates, data used for program evaluation, results, and proposed changes as a result of program evaluation)* **Specify benchmarks for evaluation and describe how the Title I Program will be evaluated to determine...**

- i. the status of implementing the selected strategies or interventions as intended?
 - ii. whether the prioritized needs have been addressed and desired outcomes met including increased student achievement?
-
- We will do a staff implementation survey at the end of the year to determine how effective we have been implementing our plan.
 - We will also look for results that translate to student achievement as evidences on both FAST and MCA. Today and everyday, student achievement for ALL students is our ultimate goal.
 - We will get feedback from the planning team and the PTA.

PART III – School Action Plan

(Required for all Focus and Priority Schools; Recommended for all schools)

Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	<p>Drivers are the key components of capacity that enable the success of innovations in practice. They are integrated and work as levers to compensate for weaker drivers. There are 3 categories of Implementation Drivers:</p> <ul style="list-style-type: none"> • Competency Drivers are mechanisms to develop, improve and sustain one’s ability to implement an intervention as intended in order to benefit students. These are Selection, Training, Coaching, and Fidelity. • Organization Drivers are mechanisms to create and sustain hospitable organizational and system environments for effective educational services. These are Systems Intervention, Facilitative Administration, and Decision Support Data Systems. • Leadership Driver focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. These strategies are Technical and Adaptive. <p>The work done through each Driver depends on the Stage of implementation.</p>
	<p>Linked Teams review multiple sources of data (including student data) to select a usable intervention during the exploration stage. Once the intervention is selected, teams develop action steps determined by the Drivers and the Stage of implementation. Teams are linked to share data, communication, support, and accountability.</p>
	<p>Stages are not linear and may overlap. Activities may be occurring or reoccurring in one stage while activities in another stage begin. Start in Exploration.</p> <ul style="list-style-type: none"> • Exploration: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures <i>adult effort</i>. • Installation: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures <i>adult effort</i>. • Initial Implementation: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures <i>adult fidelity</i> (doing what was intended). • Full Implementation: Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work.
	<p>Improvement Cycles allow teams to track progress of strategic implementation using both short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.</p>
	<p>Usable Interventions address the needs identified by the data review and will increase student performance over time. A usable intervention is teachable, learnable, doable, and readily assessed in the classroom. It could be an instructional strategy or practice and may be part of a larger instructional framework.</p>

The content on this page is based on the work of the National Implementation Research Network (NIRN).
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Action Plan Instructions

ACTION PLAN (Reading, Mathematics, Graduation if required, or Other)

The Action Plan tool is intended for use by the Leadership Implementation Team to document ongoing work when implementing a usable intervention. This tool is intended to be updated regularly as a part of Leadership Implementation Team meetings.

Header Information:

In the **School** field, enter the School Name.

In the **Plan Contact** field, enter the contact person leading the action plan implementation.

In the **Submission Date** field, enter the most recent date the Record of Continuous Improvement was submitted to Title, uploaded to SERVS Financial, or submitted for MDE review.

1. SMART Goal: Write the SMART Goal Statement.

NOTE: The All Student Goal reflects increases in student proficiency. The Student Group goals reflect the increased proficiencies, increased achievement, and reduction of the achievement gap.

Example: All Student SMART Goals

The percentage of all students enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

Examples: Student Group SMART Goals

The percentage of specific student group enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

The average growth of specific student group enrolled October 1 in grades enter grade levels at school name will increase from current growth average in current year to growth average goal in next year.

The achievement gap between specific student group and the respective non-student comparison group enrolled October 1 in grades enter grade levels at school name will decrease from current gap in current year to gap goal in next year.

2. Usable Intervention: Identify the usable intervention(s) selected for monitoring by the leadership implementation team. If usable interventions are a part of a framework, identify the applicable framework. See [Usable Interventions](#) for more detail.

3a. Usable Intervention Selected for Monitoring: Identify the intervention from Step 2 selected to monitor with the Action Plan (Step 4).

3b. Instructional Change Manager: Identify the individual selected to oversee implementation of the usable intervention.

4. Action Plan:

Plan-Do-Study-Act Cycles: Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan...

Stage: This column heading is linked to a brief description of each stage of implementation. The stage determines the work done through each **implementation driver** which leads to determining the appropriate expectation.

Action Steps: One action step entered per row. Use the **implementation drivers** to guide what will be done and record those actions.

Expectation: The stage and the appropriate implementation driver inform the expected result and the type of evidence to gather, the process by which data is analyzed, and the guiding questions leadership implementation teams ask about data to inform next steps:

- During *Exploration and Installation* stages the team measures *adult effort*.
 - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
 - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
 - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

Review Date: Enter the date when the leadership implementation team expects to review the status of the action step.

Evidence Summary to Inform Next Steps: State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

Adding Rows to the Action Plan:

1. Outside of the table border, use the mouse on the right-hand side of the last row in the table.
2. Press Enter to create a new row within the action plan.
3. Repeat steps 1 and 2 to add multiple blank rows rather than one new row each time one is needed.

Note: If the last row was used before rows are added, use the template below to incorporate the drop-down options into the Stages column and to incorporate the data entry prompts into the remaining columns.

4. Place the cursor into the right-hand column anywhere along the data entry prompt “Enter summary and next steps here.”
5. Press the left mouse button; keep the mouse button pressed, and drag to the left to highlight the entire row then let go of the mouse button.
6. Hold down the Ctrl+C (Copy) keys then release the keys.
7. Place your cursor into the first column of the new row.
8. Press the left mouse button; keep the mouse button pressed, and drag the mouse to the bottom-right-hand cell of the new rows to highlight all the cells in each new row then let go of the mouse button.
9. Hold down the Ctrl+V (Paste) keys to paste the template onto the new row(s).

The new row will look and function just like the following template row:

Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
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READING ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

1. Reading SMART Goal: Enter SMART Goal(s) here

2. Reading Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for implementation.

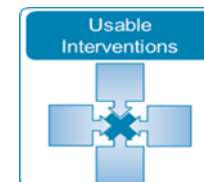
The interventions must

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
1. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

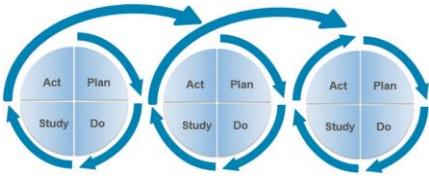


READING ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
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<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

MATHEMATICS ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

1. Mathematics SMART Goal: Enter SMART Goal(s) here

2. Mathematics Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for implementation.

The interventions must

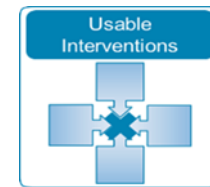
- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
1. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>

3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

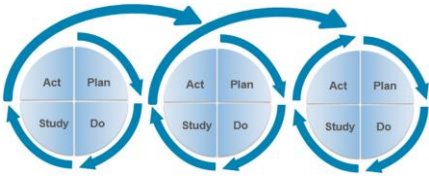


MATHEMATICS ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
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Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

GRADUATION ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

1. Graduation SMART Goal: Enter SMART Goal(s) here

2. Graduation Usable Intervention(s):

Identify the usable interventions (strategies or practices) the team has selected for implementation.

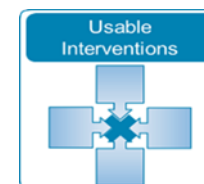
The interventions must

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
1. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here	<input type="checkbox"/>
4. Enter usable intervention here	<input type="checkbox"/>

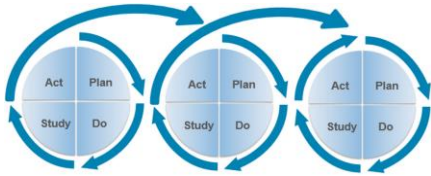


GRADUATION ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
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[OTHER] ACTION PLAN

SCHOOL: Enter school name here

PLAN CONTACT: Enter plan contact here

SUBMISSION DATE: Enter date here

1. [Other] **SMART Goal:** Enter SMART Goal(s) here

2. [Other] **Usable Intervention(s):**

Identify the usable interventions (strategies or practices) the team has selected for implementation.

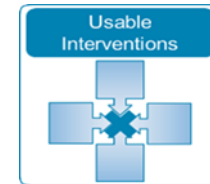
The interventions must

- a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
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4. Enter usable intervention here	<input type="checkbox"/>



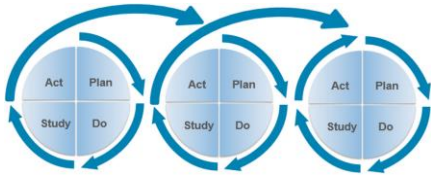
[

OTHER] ACTION PLAN

3a. **Usable Intervention Selected for Monitoring:** Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected [usable intervention](#).

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

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