

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: Harambee Elementary, Grades K-6	Phone: 651-379-2500
School Address: 30 County Road B East, Maplewood, MN 55117	Fax: 651-379-2590
Principal: Delon Smith	delon.smith@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)

Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

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

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	35.51%	31.61%
2013 - 2014	50.14%	62.05%
2014 - 2015	46.51%	45.15%
2015 - 2016	28.5%	28.75%

Demographic Information

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

Student Group	Percent of Total Enrollment
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Student Group	Percent of Total Enrollment
American Indian/Alaskan Native	0%
Asian/Pacific Islander	20%
Hispanic	13%
Black, not of Hispanic Origin	36%
White, not of Hispanic Origin	18%
English Learner	22%
Special Education	11%
Free/Reduced Price Lunch	70%
Homeless	4%
Neglected	NA
Delinquent	NA
Foster Care	1.3%
Military	NA

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
Delon Smith	Principal	Delon.smith@isd623.org
Melissa Kleemeier	Grade Level Teacher	Melissa.kleemeier@isd623.org
Martina Linell	Grade Level Teacher	Martina.linell@isd623.org
Becky Halvorson	Grade Level Teacher	Becky.halvorson@isd623.org
Michael Deppe	Grade Level Teacher	Michael.deppe@isd623.org
Melissa Hein	Instructional Coach	Melissa.hein@isd623.org
Stacy Gabriel	Grade Level Teacher	Stacy.gabriel@isd623.org
Mara Badilla	Grade Level Teacher	Mara.badilla@isd623.org
Geri Cook	Grade level Teacher	Geraldine.cook@isd623.org
Chris Miller	Literacy Interventionist	Chis.miller@isd623.org

Team Member Name	Role	Contact Information
Teri Mathews	EL Teacher	Teri.mathews@isd623.org
Tim Stepan	Parent/PE Teacher	Timothy.stepan@isd623.org

Describe how the Schoolwide written plan

- a. will be made available to parents and other stakeholders, and
- b. 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.

The school wide written plan will be made available on the school’s website and in paper form in the school’s main office. The school wide written plan will be made available in languages, other than English, upon request from our families and our stakeholders, in the language they request.

REQUIRED SIGNATURES:



Principal Signature

8/29/18
Date



Superintendent/Director Signature

8/30/18

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>MCA Proficiency and Growth</p>	<p>What did you learn from the data you reviewed?</p> <ul style="list-style-type: none"> • 4th and 6th grade reading was stagnant. • 5th grade had a big jump in reading proficiency • EL math - growth in percent proficient 	<p>When will we study the data?</p> <p>June 6, 2018</p>	<p>What will you do next to advance the data review process?</p> <p>Implement the Dufour PLC process where we answer the 4 questions on a weekly basis:</p> <ul style="list-style-type: none"> • <i>What do we want our students to know and be able to do?</i> • How will we know if they have learned. • What will be do if they do not learned? • What will we do if they do learn? <p>We will look at data from common formative assessments on a weekly basis in our PLC. Students who do not learn the content will receive intervention daily. Student who do learn the content will receive enrichment daily. Intervention and enrichment participation will be fluid based on student performance on weekly common formative</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 style="text-align: center;">assessment.</p>
<p>MCA Achievement Gap</p>	<ul style="list-style-type: none"> • The gap still exists, in reading for black - vs- all, this year, the gap is the smallest in 3 years - 6% compared to 3 years ago(13%). Math has not changed in % gap. 	<p>June 6, 2018</p>	<p>Implement the Dufour PLC process where we answer the 4 questions on a weekly basis:</p> <ul style="list-style-type: none"> • <i>What do we want our students to know and be able to do?</i> • <i>How will we know if they have learned.</i> • <i>What will be do if they do not learned?</i> • <i>What will we do if they do learn?</i> <p>We will look at data from common formative assessments on a weekly basis in our PLC. Students who do not learn the content will receive intervention daily. Student who do learn the content will receive enrichment daily. Intervention and enrichment participation will be fluid based on student performance on weekly common formative assessment.</p>
<p>Behavior Data</p>	<ul style="list-style-type: none"> • Fridays and Mondays are lower in referrals. • 1:00 is a very high time and the classroom is a common place for this. • Black students make up 73% of the referrals, but are only 45% of our population. Almost half of all black students have received a referral this year (43%, 64 out of 150). 	<p>June 6, 2018</p>	<p>We will collect data on student who receive office referrals and analyze it by race.</p> <p>We will collect data on the amount of instructional time missed by students who are referred out of class.</p> <p>We will implement restorative practices as a school wide behavior model.</p>

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?
5 Essentials	<ul style="list-style-type: none"> • Every category except for Supportive Environment decreased from last year to this year. • Large decrease over 5 years. 	June 6, 2018	We will continue to study the 5E and put in place the Dufour PLC model and restorative practices.

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:

- Fifth grade big increase in reading proficiency and growth (grade 4 to 5).
- Proficiency gap is still there in reading, but smallest in three years (6% compared to 13%).

Mathematics:

- EL math had high growth in percent proficient.
- Math growth has increased significantly.

Graduation (if required):

Other:

- Supportive environment on 5E rated on as strong.
- Ambitious instruction maintained at neutral.
- Mondays and Fridays have fewer behavior referrals.

Prioritized Concerns:

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

For Schoolwide Plans:

Reading:

- Gap between black and white students (reading and math) still exists.
- Achievement gap in reading (black students) increased.
- Questions about blame vs. responsibility with 5 Essentials.

Mathematics:

- Rate of proficiency has decreased in math over time.
- Gap between black and white students (reading and math) still exists.

Graduation (if required):

Other:

- Teachers report/perception is that the quality of student discussion is weak 5 Essentials - Ambitious Instruction.
- Black students make up 73% of behavior referrals but only 45% of population.
- Almost half of all black students have received a behavior referral this year.
- 3 of 5 categories in 5 Essentials decreased.
- Questions about blame vs. responsibility with 5 Essentials.

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:

- Inconsistency (instruction, intervention, behavior)
 - Don't have support/resources needed

Mathematics:

- Inconsistency (instruction, intervention, behavior)
 - Don't have support/resources needed

Graduation (if required):**Other:**

- Inconsistency (instruction, intervention, behavior)
 - Don't have support/resources needed
 - Regular reminders/training
- Kids don't feel connected to school. Engagement in academics.
- Too much emphasis on correction and redirection.
- Cultural disconnect.

SUMMARY OF SCHOOLWIDE PROGRAM FOR SCHOOL YEAR 2018-2019

1. MATHEMATICES

A. Mathematics (School improvement goal aligned with WBWF) **SMART Goal:** Increase percentage proficient on MCA Math by 5%; reduce the achievement gap between black and white students by 5% by the end of May 2019.

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. Dufour PLC Process
2. Absent narratives
3. NUA - Strategies

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.

Harambee will be implementing the Dufour’s PLC at Work process. This process consist of teachers determining with standards are the most essential for students, based on their grade level. Taking those standards and creating formative assessments from them. Administering those formative assessments. Then identifying which students mastered the content and which ones did not. Then students will be given extra instructional time, each day for intervention (if they didn’t master the content) or enrichment (if they did).

We will focus on literacy in grades K-2 and math in grades 3-6. This will allow us to individualize instruction for our students and better help meet their needs. This will also increase the capacity of our teaching staff to meet the needs of our students who are performing below standard.

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
Dufour PLC at Work	1. Identify the essential standards per grade level – grade level teachers 2. Create weekly common formative assessments per grade level – grade level teachers 3. Identify which students need intervention and which ones need enrichment. 4. Give students 45 min per day for intervention and enrichment. 5. Repeat steps 2 and 3 each week.	Step 1 will happen quarterly Steps 2-4 will happen weekly
Absent Narratives	Teams will work on their curriculum and pedagogy during district PD days and team planning time.	
NUA - Strategies	Teachers will work with NUA coaches around culturally responsive teaching practices. These coaching sessions will happen 3 times this year. Once in February, April, and June respectively.	

2. READING

A. Reading *(School improvement goal aligned with WBWF)* **SMART Goal:** Increase percentage proficient on MCA Reading by 5%; reduce the achievement gap between black and white students by 5% by the end of May 2019

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. Dufour PLC Process
2. Absent narratives
3. NUA Strategies

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
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We will focus on literacy in grades K-2 and math in grades 3-6. This will allow us to individualize instruction for our students and better help meet their needs. This will also increase the capacity of our teaching staff to meet the needs of our students who are performing below standard.

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
Dufour PLC at Work	1. Identify the essential standards per grade level – grade level teachers 2. Create weekly common formative assessments per grade level – grade level teachers 3. Identify which students need intervention and which ones need enrichment. 4. Give students 45 min per day for intervention and enrichment. 5. Repeat steps 2 and 3 each week.	Step 1 will happen quarterly Steps 2-4 will happen weekly
Absent narratives	Teams will work on their curriculum and pedagogy during district PD days and team planning time.	
NUA Strategies	Teachers will work with NUA coaches around culturally responsive teaching practices. These coaching sessions will happen 3 times this year. Once in February, April, and June respectively.	

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.

The following positions are partially funded by Title 1 funds:

Instructional Coach at 1.0 FTE (District Title I set aside)

Math Coach/interventionist at 0.5 FTE

Literacy Interventionist at 0.25 FTE

Program Asst./Paraprofessional at 68%

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 4, 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?*






Specify benchmarks for evaluation and describe how the Title I Program will be evaluated to determine...

1. the status of implementing the selected strategies or interventions as intended?
2. 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.

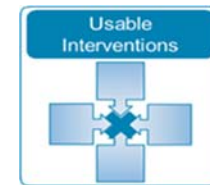
The interventions must

- 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"/>

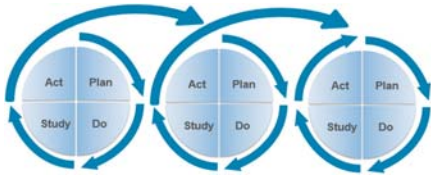


READING ACTION PLAN

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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

<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

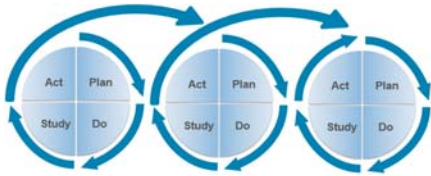
List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	<u>Fully Implemented?</u>
1. Enter usable intervention here	<input type="checkbox"/>
2. Enter usable intervention here	<input type="checkbox"/>
3. Enter usable intervention here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

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

<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.
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"/>

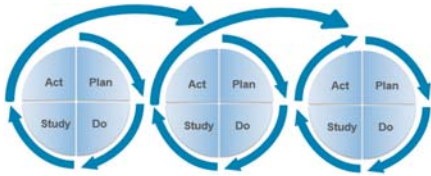


GRADUATION ACTION PLAN

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
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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
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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 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.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

[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,
- 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"/>



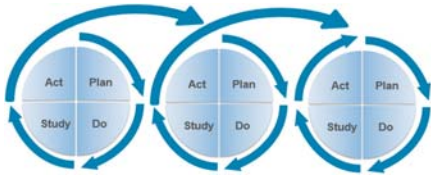
[

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.

<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
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

<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.
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