

Use of the Record of Continuous Improvement and Schoolwide Plan

- 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, ISD623, K-6	Phone: 651-772-2565
School Address: 1921 Edgerton Street, Maplewood MN 55117	Fax: 651-772-1510
Principal: Brian Koland	Email: brian.koland@isd623.org

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	1.7%
Asian/Pacific Islander	44.8%
Hispanic	14.7%
Black, not of Hispanic Origin	18.9%
White, not of Hispanic Origin	20%
English Learner	30.7%
Special Education	12%
Free/Reduced Price Lunch	79.5%
Homeless	4%
Neglected	N/A
Delinquent	N/A
Foster Care	0.86%
Military	N/A

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
Brian Koland	Principal	Brian.Koland@isd623.org
Laura Berkas	Teacher, Coach	Laura.berkas@isd623.org
Erica Anderson	Parent	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 plan is written and revised.

The Title I Schoolwide plan is a living and inclusive document at Edgerton Elementary. This plan is written initially with the leadership team for Title I in the spring after revising the current year application through three Title I Implementation Meetings over the course of the school year with members of the team listed above. This Title I plan then is revised in the summer school Leadership meeting (August 15, 2019) where the larger school Leadership team integrates the Title I Schoolwide plan and Family Engagement Plan into the district required school improvement process. The Title I Implementation team will meet three more times during the school year (19/20) to monitor implementation and make changes to the plan based on feedback from multiple stakeholders in the school. Amendments will be made as necessary in these meetings.

Describe how the Title I plan is made available to the community.

The Title I plans are made available to our community in a variety of ways. There are copies of the Title I plans available in the office and online. In addition, the Title I plans are shared with the Edgerton community at our back to school night (August 28th) and our two family nights at school (Bingo event). In addition, the Title I plans are shared with the Edgerton Parent Teacher Association at the September meeting. This year, there will be a short summary of the Title I plans that will be translated into Spanish and Karen, in an effort to reach our communities multiple language. These will be included in our electronic newsletters.

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

REQUIRED SIGNATURES:



Principal Signature

8-21-19

Date



Superintendent/Director Signature

8-28-19

Date

Part II – Comprehensive Needs Assessment

All schools 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 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?
Viewpoint-Enrollment Data	<p>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 culture where they feel they belong. We established the following for onboarding new families and students this year and will continue next year as well:</p> <ul style="list-style-type: none"> • Welcome to the Nest Assembly for students and families • All new students get a welcome folder with important EDG information • We had three morning meetings for new students that included circles, panels with new students from last year and the Eagle Squad. <p>This helped in building trust with our new students and families.</p>	Individually-July Team-August 15, 2019 Whole Staff-August 28, 2019	This data will be used to design our site improvement plan and instructional strategies.

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<p>MCA Proficiency Level and Achievement Level Data by Student Group, Grade, Proficiency and Growth</p>	<p>MCA Reading Data Our proficiency in reading stayed roughly the same. This is preliminary data and could change once we get the official data from the state.</p> <ul style="list-style-type: none"> • Grade level Data <ul style="list-style-type: none"> ○ The grade level reading MCA proficiency for the 18-19 school year was: <ul style="list-style-type: none"> ▪ Grade 6-57% ▪ Grade 5-50.7% ▪ Grade 4-45.6% ▪ Grade 3-38.9% ○ The typical pattern of proficiency we see at Edgerton is the proficiency increases each year. • Achievement Gap Reduction Data <ul style="list-style-type: none"> ○ In reading we saw an increase in proficiency for our black students by roughly 8%. We saw a decrease in proficiency for white students from by about 5%. While we don't want to see a reduction in proficiency in any subgroup, this does reduce the achievement gap between our black and white students. That said, there is still much work to be done in this area as we still have a significant achievement gap between our white and black students. ○ Our proficiency in reading for each subgroup is as follows: 	<p>Individually-July Team-August 15, 2019 Whole Staff-August 28, 2019</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>

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	<ul style="list-style-type: none"> ▪ API-44.10% (down 4% from last year) ▪ Hispanic-23.5% (down 11.8%) ▪ Black-35.9% (up 7.6%) ▪ White-74.2% (down 6%) ▪ 2 or more -55.5% (up 8.44%) <p>Math MCA Data: This year Edgerton increased significantly in proficiency in Math by 7.1%. Our proficiency is roughly 40.5% and this could increase when we get our official numbers back from the state.</p> <ul style="list-style-type: none"> • Grade Level Data <ul style="list-style-type: none"> ○ The proficiency was as follows: <ul style="list-style-type: none"> ▪ Grade 6-43.1% ▪ Grade 5-37.7% ▪ Grade 4-50% ▪ Grade 3-36.1% ○ I'm also projecting our high growth data as follows: <ul style="list-style-type: none"> ▪ All School-52% high growth. It's important to note this is a 35.5% increase compared to last years high growth. • Achievement Gap Reduction <ul style="list-style-type: none"> ○ Our proficiency in math for each subgroup is as follows: <ul style="list-style-type: none"> ▪ API-44.9% ▪ Hispanic-26.5% ▪ Black-17.9% ▪ White-58.1% ▪ 2 or more-40.7 		

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	<ul style="list-style-type: none"> ○ We saw the following increases in each subgroup: <ul style="list-style-type: none"> ▪ API +12.36% ▪ Hispanic +4.93% ▪ Black +5.4% ▪ 2 or more +5.5% ○ We saw a decrease in proficiency for our white students by roughly 11%. ○ Our high growth for black students last year was 58% compared to 52% overall and up from 8% last year. This is a step in the right direction in reducing the achievement gap and deserves to be celebrated! That said, it is essential that we stay the course and interrupt the achievement gap in math between our white and black students. <p>Making Meaning of the Data Our reading proficiency was the very similar that it has been in years past. Even though we did not focus as much on reading achievement this year, our overall achievement held steady. Much of the work that we have done in years past is standard work including learning targets, assessment, differentiating and student feedback. We also have many different pathways for literacy instruction including whole group, guided reading groups, conferring, Writer’s Workshop, and reading intervention. We need to continue to focus on increasing proficiency for our students of</p>		

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	<p>color in reading. Effective writing instruction is also essential if we want to see an increase in reading proficiency.</p> <p>In reflecting on our math data, we made some significant gains. At Edgerton last year we focused our PLCs on Math. Specifically Essential Math Standards, Common Formative Assessments and re-teaching using the data. We also implemented IXL to differentiate in math. Our efforts in math had a positive impact on our proficiency overall, our proficiency for black students, our high growth overall and our high growth for black students. We should stay the course and increase re-teaching and differentiating for students based on our common formative assessments in math.</p>		
<p>Review ACCESS for ELLs Growth and Proficiency Data</p>	<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” category. This shows for the most part 	<p>Individually-July Team-August 15, 2019 Whole Staff-August 28, 2019</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>

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	<p style="text-align: center;">students who exit EL are meeting grade level standards.</p>		
<p>Stakeholder Feedback-Tripod Survey</p>	<p>This is the first year we have used Tripod as it recently replaced The 5 Essentials. Edgerton outperformed the district in the vast majority of the categories. The district overall effectiveness score was 3.84 out of 5. Edgerton’s overall effectiveness score was 4.4 out of 5.</p> <p>The highest scoring overall categories include:</p> <ul style="list-style-type: none"> • School Leadership concerns the role of the principal and other administrators in defining the school’s mission, managing instruction, and promoting a positive school-learning climate. <ul style="list-style-type: none"> • EDG 4.61 compared to Roseville at 3.86 • Evaluation Quality captures the clarity of evaluation criteria and teacher satisfaction with school evaluation processes. <ul style="list-style-type: none"> • EDG 4.61 compared to Roseville at 4.01 <p>Some of our highest scoring individual categories include:</p> <ul style="list-style-type: none"> • School Leadership: Helps teachers figure out how to address specific instructional practices. <i>EDG 70% compared to Roseville 27%</i> • School Leadership: Sets clear and measurable school level goals for progress on instructional outcomes. <i>EDG 84% compared to Roseville 38%</i> 	<p>Individually-July Team-August 15, 2019 Whole Staff-August 28, 2019</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>

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	<ul style="list-style-type: none"> • Schoolwide Academic Press: The school sets high standards for academic performance. <i>EDG 84% compared to Roseville 38%</i> • Schoolwide Academic Press: The school culture here makes everyone feel obligated to teach well. <i>EDG 58% compared to Roseville 30%</i> • Evaluation Quality: The criteria on which I am evaluated are clear. <i>EDG 76% compared to Roseville 37%</i> <p>Some of our lowest scoring categories include:</p> <ul style="list-style-type: none"> • Schoolwide Academic Press: Teacher here hold one another accountable for working hard. <i>EDG 29% compared to Roseville 21%</i> • Schoolwide Academic Press: We collaborate to design lessons with the right level of challenge for our students. <i>EDG 29% compared to Roseville 23%</i> • Schoolwide Academic Press: Teachers in this school have strong skills to deal with student disciplinary problems. <i>EDG 29% compared to Roseville 12%</i> • Quality PLC Time: Design, discuss or grade common formative assessments. <i>EDG 30% compared to Roseville 31%</i> <p>Making Meaning of the Data: There are many strengths in our data. Edgerton is well organized for improvement and instructional leadership is valued. We have high expectations and teachers have strong skills to produce</p>		

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	<p>meaningful student learning. There's transparency in the teacher evaluation process and quality PLCs. Professional development is also high quality and supports adult learning.</p> <p>An area of growth on 5Essentials was often in the area of teacher to teacher trust. In Tripod, our areas of growth include teachers collaborating, holding each other accountable, implementing what we decide as a site to implement as well as facing challenges together and overcoming them.</p>		
<p>Office Discipline Referral Data</p>	<p>Race should not predict disciplinary action. Historically on a national level, this is what schools across our country have done. At Edgerton we want to interrupt that narrative. This year we made a significant step forward in doing so.</p> <p>Our goal at Edgerton was to reduce the number of office referrals for our black students from 2.48 over representation to 2.23 as recorded in the SWIS data system. We exceeded that goal and reduced the disproportionality for ODRs for black students to 1.98. The yearly trend of this data has gone as follows:</p> <ul style="list-style-type: none"> • 2015-2.6 to 2.37 • 2016-2.37 to 2.24 • 2017-2.24 to 2.35 • 2018-2.35 to 2.48 • 2019-2.48 to 2.55 <p>Our data continues to trend in the right direction.</p>	<p>Individually-July Team-August 15, 2019 Whole Staff-August 28, 2019</p>	<p>This data will be used to design our site improvement plan and instructional strategies.</p>

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	<p>Here are some of the interventions and strategies we have tried and continue to implement over the last five year:</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 (2016-2017) • 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 • Implementing Yoga Calm and the Compass Room • Implementing Behavior Modules • Behavior Coach meeting weekly with Tier II students • During the 2018-2019 school year we implemented Social and Emotional 		

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	<p>Learning for students and mirrored that process for staff.</p> <p>Things we noticed about the ODR data:</p> <ul style="list-style-type: none"> • During the 14-15 school year we had 515 referrals. This year we had roughly 230 which means we reduced our overall ODR by almost 50% from a few years ago and maintained the lower office discipline referral rate. Below are some trends in the data: • Playground ODRs <ul style="list-style-type: none"> ○ 16-17 59 ODRs ○ 17-18 43 ODRs ○ 18-19 23 ODRs • Classroom ODRS <ul style="list-style-type: none"> ○ 17-18 95 ODRs ○ 18-19 58 ODRs • Physical aggression: <ul style="list-style-type: none"> ○ 17-18 we had 116 ODRs for physical aggression ○ 18-19 we had 118 ODRS for physical aggression • Defiance: <ul style="list-style-type: none"> ○ 17-18 we had 41 ODRs for defiance ○ 18-19 we had 22 ODRS for defiance • Disruption: <ul style="list-style-type: none"> ○ 17-18 we had 10 ODRs for disruption ○ 18-19 we had 2 ODRS for disruption • The 9 students with the most ODRs (more 		

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	<p>than 5 ODRs), 4 have a current IEP including behavior goals. Of the remaining 5, problem-solving meetings (SAT process) has occurred. One of those 5 was in the process of being evaluated. One of those is going through an outside evaluation, and a 504 was written for one student. All of the students with higher ODRs are known to the Eagle Squad and have received proactive supports. When considering race: 3 of the 9 students with the most ODRs are Black, 4 are White, one is Asian, and one is Hispanic.</p> <ul style="list-style-type: none"> • The location we have the most ODRs is in the classroom and the category that's referred the most is for physical aggression. • Each year we have reduced the number of students in the "red" according to the PBIS triangle: <u>Red Zone=6 or more ODR</u>, <u>Yellow Zone=2-5 ODR</u>, <u>Green Zone=0-1 ODR</u> <ul style="list-style-type: none"> ○ 15-16: Red Percentage=2.04, Yellow Percentage=9.59, Green Percentage=88.37 ○ 16-17: Red Percentage=1.22, Yellow Percentage=7.91, Green Percentage=90.87 ○ 17-18: Red Percentage=1.83, Yellow Percentage=7.93, Green Percentage=90.24 ○ 18-19: Red Percentage=1.79, Yellow Percentage=3.79, Green Percentage=94.43 		

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 stayed almost exactly the same. While the growth data has not been released yet, I anticipate the number of students who made high growth will slightly increase.

Mathematics: We made significant gains in math. Our proficiency in math increased by over 7%. High growth overall changed from 16.5% to 52%. High growth for black students increased from 8.33% to 58%.

Prioritized Concerns:

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

For Schoolwide Plans:

Reading: We need to be more culturally and linguistically responsive in how we teach, incorporating equity pedagogy and absent narratives.

Mathematics: While we saw significant gains in math during the 18-19 school year, we need to continue to make gains in math in proficiency and for students of color as our proficiency is still down 3% from where it has typically trended.

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: Our achievement held steady in reading. Much of the learning we have done as staff is now standardized work in the area of reading. We can support student achievement by adopting strategies that support students linguistically and as writers.

Mathematics: While student achievement increased, we can capitalize on the momentum by differentiating instruction based on student data.

SUMMARY OF SCHOOLWIDE PROGRAM FOR SCHOOL YEAR 2019-2020

1. MATHEMATICS

A. Mathematics *(School improvement goal aligned with WBWF)*

SMART Goal: Edgerton will increase the number of students who demonstrate proficiency on MCA Math from 40.5% to 45.5%.

B. Mathematics Usable Intervention(s):

Professional Learning Communities with an emphasis on essential math standards, common formative assessment and sharing students across the grade level for re-teaching and extension.

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Professional Learning Communities that prioritize essential grade level standards.
2. Professional Learning Communities that examine student data (common formative assessments) as evidence of learning essential grade level standards.
3. Professional Learning Communities that use student data and share students across grade levels and staff for re-teaching, re-learning and learning extension (WIN Time).

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.

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. Teams will also make a plan for re-teaching and extending learning.

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 be evidenced by common formative assessments. Collaborative Teams will meet and discuss how to share students during WIN time based on the data they have collected in relation to the essential standard.	September-May
PLC Coordinator	We will allocate 30 minutes a day or 150 minutes a week for a staff member to coordinate our PLC efforts to maximize the impact on student achievement.	August-June

2. READING

A. Reading *(School improvement goal aligned with WBWF)*

SMART Goal: Edgerton will increase the number of students who demonstrate proficiency on MCA Reading from 48% to 51%.

B. Reading Usable Intervention(s):

Identify intervention (evidence-based strategies or practices) the team has selected for implementation

We will teach using equity pedagogy, specifically discussion protocols, movement protocols, call and response and absent narratives.

We will use writing rubrics to assess student writing, give students feedback and explore EL language rubrics that align with writing rubrics.

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. Staff will participate in professional development on equity pedagogy and implement protocols they learn in their classrooms.
3. Staff will use rubrics when conferring with writers and give students feedback on their writing. Staff will also share rubrics with students in the form of reading checklists.

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.

EQUITY PEDAGOGY:

- All staff will create, add, refine, and implement culturally relevant curriculum, specifically absent narratives, 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.
- We will also identify a staff member to connect with community to do action research regarding community engagement, specifically with EL families and families of color. This connects to our interventions regarding absent narratives. We will host a focus group to get feedback about what families are interested in regarding engagement.
- Staff will incorporate movement protocols, discussion protocols and call and response into their teaching repertoire.

WRITING RUBRICS:

- Teachers will use writing rubrics when conferring with students and partner with EL teachers to learn more about how EL language rubrics intersect with the writing standards.

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
Equity Pedagogy: Professional Development & Coaching	Teachers will have allocated PD time to learn about equity pedagogy from Dr. Sharroky Hollie. Staff will then implement the strategies in their classrooms. 6-10 teachers will have follow up one on one coaching from Dr. Hollie or his staff.	September-May
Writing Rubrics: Teacher Observations	Done by principal, lead teachers and peer observers	September-May
PLC: Professional Development	Staff will have professional development on PLCs for 3 hour sessions 3-4 times during the school year. The principal, lead teachers and PLC coordinator will also push in to PLCs to coach PLCs.	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

To support our school improvement efforts at Edgerton, weaves multiple staff positions into our school improvement process. There are portions of six staff members who are designed to support learning of our children in addition to the classroom teachers. Specifically, the following staff allocations are mobilized to support the Title I plan:

1. .5 FTE Title I Interventionist and Implementation Lead
2. 2.38 FTE Trained Teacher Interventionists

To fully implement the parent engagement events, the Title I Implementation Lead and Principal coordinate the following items in our budget.

- 1) Parent Engagement Night (food and supplies)
- 2) Conference Transportation for Parents
- 3) Interpreter Contracts
- 4) Transportation for families to help remove barriers of them getting to the school for different events
- 5) Parent Engagement Action Research

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 16, 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 16, 2019.

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...

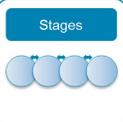
- i. the status of implementing the selected strategies or interventions as intended?*
- ii. whether the prioritized needs have been addressed and desired outcomes met including increased student achievement?*

- 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

(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.

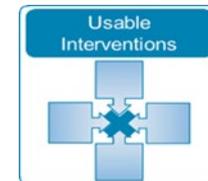
The interventions must

- 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"/>

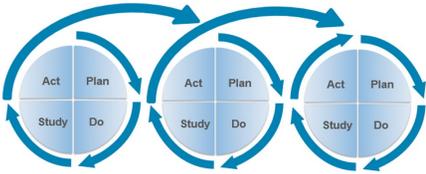


READING ACTION PLAN

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
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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

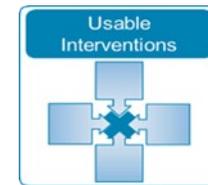
- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs 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"/>

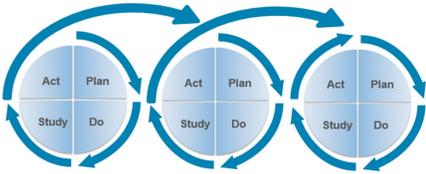


MATHEMATICS ACTION PLAN

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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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.

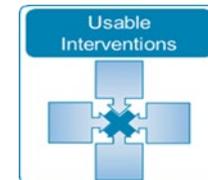
The interventions must

- 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"/>

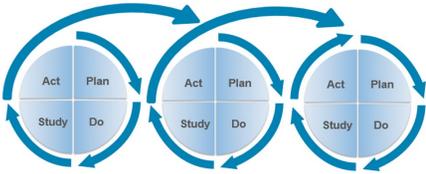


GRADUATION ACTION PLAN

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.
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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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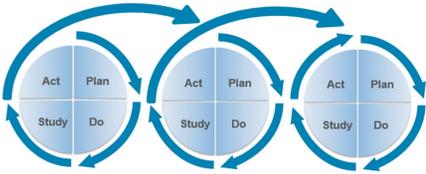
[

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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