

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.

Table of Contents

Use the links below to navigate the sections in the document.

To return to the Table of Contents, use the keyboard shortcut **Ctrl + Home**.

Part I – [District and School Information and Required Signatures](#)

Part II – [Comprehensive Needs Assessment](#)

[1. Data Review](#)

[2. Needs Assessment Summary](#)

Part III – [School Action Plan](#)

[Use and Importance of Implementation Science](#)

[Action Plan Instructions](#)

[Reading Action Plan](#)

[Mathematics Action Plan](#)

[Graduation Action Plan \(if required\)](#)

[Other Action Plan \(if needed\)](#)

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: ACGC Public School #2396	Phone: 320-857-2271
Superintendent (Director): Nels Onstad	Fax: 320-857-2989
District Address: 27250 MN State Hwy 4, Grove City, MN 56243	Email: onstadn@acgcfalcons.org
Title Coordinator: Kodi Goracke	Phone: 320-244-4686
Coordinator Address: 302 South 2 nd Street, Atwater, MN 56209	Email: gorackek@acgcfalcons.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: ACGC Elementary/5&6 #2396 PK-6	Phone: 320-974-8841
School Address: 302 South 2 nd Street, Atwater, MN 56209	Fax: 320-974-8410
Principal: Kodi Goracke	Email: gorackek@acgcfalcons.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	19.95	65.00
2013 - 2014	84.86	89.11
2014 - 2015	54.49	67.36
2015 - 2016	17.76	37.66

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	1.1
Asian/Pacific Islander	0.5
Hispanic	8.1
Black, not of Hispanic Origin	0.1
White, not of Hispanic Origin	88.7
English Learner	2.5
Special Education	15.3
Free/Reduced Price Lunch	42.6
Homeless	0.9
Neglected	0
Delinquent	0
Foster Care	0
Military	0

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
Kodi Goracke	Principal	gorackek@acgcfalcons.org
Jackie Zender- Site Leadership Team	K-Teacher	zenderj@acgcfalcons.org
Nicole Ammerman- Site Leadership Team	1 st - Teacher	ammermann@acgcfalcons.org
Jody Carlson - Site Leadership Team	2 nd - Teacher	carlsonj@acgcfalcons.org
Katie Ruter- Site Leadership Team	3 rd - Teacher	ruterk@acgcfalcons.org
Heather Bednarek- Site Leadership Team	4 th - Teacher	bednarekh@acgcfalcons.org
Devi Bergh- Site Leadership Team	SPED teacher	berghd@acgcfalcons.org

Team Member Name	Role	Contact Information
Doree Leither- Site Leadership Team	Title I Teacher	Leitherd@acgcfalcons.org
Nels Onstad	Superintendent	onstadn@acgcfalcons.org
Robin Wall- DAC Member	5-8 Principal	Wallr@acgcfalcons.org
Michelle Busskol, Missy Grimsgard, Randy Kaisner, Jun Amdahl, Adriana Saucedo, Michelle Randt - DAC members	Parents	Enter contact information here
Barb Lilleberg- DAC Member	Community Member	Enter contact information here
Megan Morrison- DAC Member	School Board Member	morrisonm@acgcfalcons.org
Dustin Kruze- DAC Member	Student (secondary)	Enter contact information here

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.

ACGC has an annual public meeting to inform stakeholders in October of each school year. In addition, ACGC provides information on their website, under the district tab and elementary tab, about our title program, our MN school report card, our WBWF and A&I. Throughout the school year, ACGC informs the public and stakeholders through our bi-monthly site leadership team, monthly PLCs, quarterly Information Hwy Newspapers, an updated website and numerous parent correspondence that reported to our District Advisory Committee (DAC), administrative team and school board.

REQUIRED SIGNATURES:

Principal Signature

Date

Superintendent/Director Signature

Date

Part II – Comprehensive Needs Assessment

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

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

1. DATA REVIEW

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

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

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	When will we study the data?	What will you do next to advance the data review process?
MCA Data	ACGC needs to increase in the areas of proficiency and growth	2017/2018 school year	Align with WBWF, A&I, Record of Continuous Improvement and Professional Development
STAR Data	ACGC needs to continue to raise it scaled scores to the 50th percentile	2017/2018 school year	Align with WBWF, A&I, Record of Continuous Improvement and Professional Development
FAST Data	ACGC needs to continue to have 80% of students on track	2017/2018 school year	Align with WBWF, A&I, Record of Continuous Improvement and Professional Development
SAT Referral Data	ACGC needs to continue with pre-referral interventions	2017/2018 school year	Align with WBWF, A&I, Record of Continuous Improvement and Professional Development

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: ACGC students in grades K and 1st are at 70% of students on track.

Mathematics: ACGC's focus on standard based formal scales with hands-on, student led education has shown an increase in student growth and proficiency scores in classrooms that are using it with fidelity.

Graduation (if required): no required

Other: N/A

Prioritized Concerns:

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

For Schoolwide Plans:

Reading: Closing the achievement gap all while increasing growth and proficiency.

Mathematics: Closing the achievement gap all while increasing growth and proficiency.

Graduation (if required): Not required

Other:N/A

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: Grade-level standards based delivery model is needed to be evaluated

Mathematics: Pockets of excellence with implementation of standard based formal scales with hands-on, student led education






Graduation (if required): N/A

Other: N/A

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: ACGC Elementary School

PLAN CONTACT: Kodi Goracke

SUBMISSION DATE: August, 2017

1. Reading SMART Goal: The percentage of students making expected growth z-score in grades 4 – 8 and 10 in ACGC School District as measured on all reading state accountability tests (MCA & MTAS) will increase from 45.3% in 2016 to 65% in 2020 with a concentration on closing the gap between non-FRP and FRP eligible students on the same measure from 7.4% in 2016 to 2% in 2020 as shown in Table B below:

Table B: Percentage of Students Making Expected Growth Z-Score in Reading

	2016	2017	2018	2019	2020
Non-FRP	50.0%	53%	58%	62%	66%
FRP	36.3%	40%	48%	54%	60%
Gap	13.7%	13%	10%	8%	6%
District Total	45.3%	47%	53%	58%	63%

2. Reading Usable Intervention(s):

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

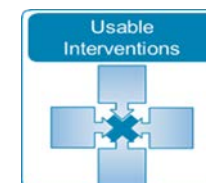
The interventions must

- 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. Growth Mindset Instruction -	<input type="checkbox"/>

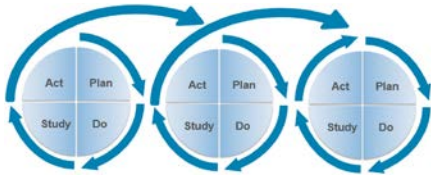


READING ACTION PLAN

3a. **Usable Intervention Selected for Monitoring Implementation:** 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.

<u>STAGE</u> In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	<u>EXPECTATION</u> What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	REVIEW DATE What date will the team study the expectation results?	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Installation	1) Provide professional development for all educational staff on growth mindset with an external consultant, including books;	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dweck, Carol. 2016. Mindset: The New Psychology of Success (2nd edition). New York: Random House. Mindset effect size is .32. Adult study through walk-through data, peer review and administrator evaluation.	May, 2018	Enter summary and next steps here
Installation	2) Integrate growth mindset into all classrooms as an ongoing resource to help students persist in learning more rigorous content;	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dweck, Carol. 2016. Mindset: The New Psychology of Success (2nd edition). New York: Random House. Mindset effect size is .32. Adult study through walk-through data, peer review and administrator evaluation.	May, 2018	Enter summary and next steps here

<u>STAGE</u> In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.	<u>EXPECTATION</u> What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	REVIEW DATE What date will the team study the expectation results?	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Installation	3) Through parent advisory council, conferences, newsletters, and other parent communications, staff will continually help parents/families understand how to support the development of growth mindset in the learning environment;	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dweck, Carol. 2016. Mindset: The New Psychology of Success (2nd edition). New York: Random House. Mindset effect size is .32. Adult study through walk-through data, peer review and administrator evaluation.	May, 2018	Enter summary and next steps here
Installation	4) Identify and implement an ongoing structure to teach students about growth mindset as outlined in evidence based research emerging at this time.	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dweck, Carol. 2016. Mindset: The New Psychology of Success (2nd edition). New York: Random House. Mindset effect size is .32. Adult study through walk-through data, peer review and administrator evaluation.	May, 2018	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

MATHEMATICS ACTION PLAN

SCHOOL: ACGC Elementary

PLAN CONTACT: Kodi Goracke

SUBMISSION DATE: August, 2017

1. Mathematics SMART Goal: The percentage of students making expected growth z-score in grades 4 – 8 and 11 in ACGC School District as measured on all mathematics state accountability tests (MCA & MTAS) will increase from 45.3% in 2016 to 65% in 2020 with a concentration on closing the gap between non-FRP and FRP eligible students on the same measure from 7.4% in 2016 to 2% in 2020 as shown in Table A below:

Table A: Percentage of Students Making Expected Growth Z-Score in Mathematics

	2016	2017	2018	2019	2020
Non-FRP	48.3%	52%	57%	62%	66%
FRP	40.9%	45%	52%	59%	64%
Gap	7.4%	7%	5%	3%	2%
District Total	45.3%	49%	55%	61%	65%

2. Mathematics Usable Intervention(s):

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

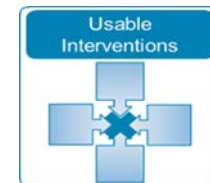
The interventions must

- 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. Instructional Coach	<input type="checkbox"/>

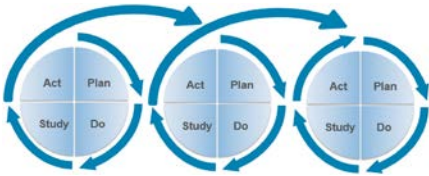


MATHEMATICS ACTION PLAN

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.
Installation	A) Year 1: Math coach will continue leading collaborative work from previous 3-year plan to complete/implement learning scales for all mathematics instruction aligned with Minnesota Academic Standards for Mathematics and Year 2 & 3: Reading coach will lead collaborative work to develop/implement learning scales for all reading instruction aligned with Minnesota Academic Standards for Reading. The scales will establish clear, consistent, and aligned instructional foci and expectations to support	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's metaanalysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Creativity Programs on achievement effect size .65, Problem solving	May, 2018	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.
	peer and self-evaluation by students of their learning	teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)		
Installation	.; B) The Math or Reading Coach will research, share, and model best instructional practices to balance surface and deep learning to ensure students are able to consolidate and transfer learning related to Minnesota Academic Standards. By supporting teacher work, both individually and in professional learning communities, focused on helping students interact, practice, and deepen understanding of new knowledge, the coach will work to	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's metaanalysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Creativity Programs on achievement effect	May, 2018	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.
	establish a sustainable change in instruction which can be scaled up to all content areas.	size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)		
Installation	C) Work for mathematics coach will revolve around a vision of implementation the eight instructional teacher practices outlined in NCTM Principles to Actions while the reading coach will be exploring and developing a similar vision for reading. By collaborative focusing on a component of the Marzano Teacher Evaluation Model, the coaches and teachers will establish a cohesive focused	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's metaanalysis published in Visible Learning for Mathematics; What Works Best to Optimize Student Learning (2017) – Creativity	May, 2018	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.
	approach to improving instruction.	Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)		
Installation	D) Attention will be given to implementation of routines to support surface, deep, and transfer learning which can be applied across both mathematics and reading.	Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's metaanalysis published in Visible Learning for Mathematics; What Works Best to Optimize Student	May, 2018	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.
Installation	E) An external expert will be hired to support data-driven decision making for leadership and teachers while providing support for coaches on instructional practices and assessments. F) Leadership team and coach will maintain a culture of shared leadership and two-way communication between leadership and	Learning (2017) – Creativity Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. “Learning Strategies: a synthesis and conceptual model”. npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)	May, 2018	Enter summary and next steps here

<u>STAGE</u>	ACTION STEPS	<u>EXPECTATION</u>	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<p>In what stage of implementation is the current intervention and how does it inform actions?</p>	<p>How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step.</p> <p>instructional staff to continuously adjust the use of resources to best meet student needs.</p>	<p>What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?</p> <p>Works Best to Optimize Student Learning (2017) – Creativity Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. “Learning Strategies: a synthesis and conceptual model”. npj Science of Learning 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)</p>	<p>What date will the team study the expectation results?</p>	<p>Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.</p>

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.

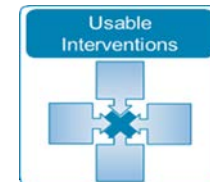
The interventions must

- 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"/>

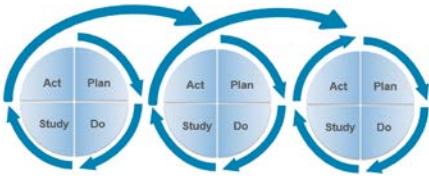


GRADUATION ACTION PLAN

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>	<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

[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.

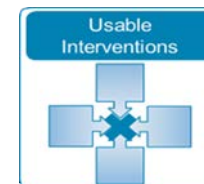
The interventions must

- 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"/>



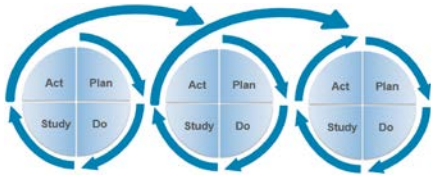
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OTHER] ACTION PLAN

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.

<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