

Use of the Record of Continuous Improvement and Schoolwide Plan

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

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Part I – District and School Information

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

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Hmong College Prep Academy – 4103-07	Phone: 651-209-8002
Superintendent (Director): Dr. Christianna Hang	Fax: 651-289-1802
District Address: 1515 Brewster Street, Saint Paul MN 55108	Email: Christianna.hang@hcpak12.org
Title Coordinator Jenée Nordstrom:	Phone: 651-209-8002
Coordinator Address: 1515 Brewster Street, Saint Paul, MN 55108	Email: jenee.nordstrom@hcpak12.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Hmong College Prep Academy, K-12	Phone: 651-209-8002
School Address: 1515 Brewster St., St. Paul, MN 55108	Fax: 651-289-1802
Principal: Krista Skoglund (K-5) and Danijela Duvnjak (6-12)	Email: krista.skoglund@hcpak12.org Danijela.duvnjak@hcpak12.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	22.9%	24.05%
2013 - 2014	34.06%	27.47%
2014 - 2015	43.43%	32.02%
2015 - 2016	42.03%	31.45%

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	0%
Asian/Pacific Islander	98.9%
Hispanic	.4%
Black, not of Hispanic Origin	.3%
White, not of Hispanic Origin	.1%
English Learner	38.2%
Special Education	9.2%
Free/Reduced Price Lunch	84.5%
Homeless	.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
Krista Skoglund	Principal	Krista.skoglund@hcpak12.org
Danijela Duvnjak	Principal	Danijela.duvnjak@hcpak12.org
Jenee Nordstrom	Program Administrator	Jenee.nordstrom@hcpak12.org
Lisa Berken	Instructional Coach	Lisa.berken@hcpak12.org
Lisa Yang	Parent	Lisa.yang@hcpak12.org
Kalc Vang	Community Member	Kalc.vang@hcpak12.org
Aemillianna Thao	Pupil Services Personnel	Aemillianna.thao@hcpak12.org
Enter team member name	Select a role	Enter contact information here

Describe how the Schoolwide written plan

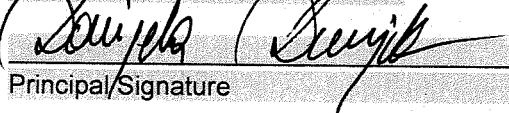
- a. will be made available to parents and other stakeholders, and
- b. in a format and language that parents can understand.

This has been shared with stakeholders via website.

Team Member Name	Role	Contact Information
Enter team member name	Select a role	Enter contact information here

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

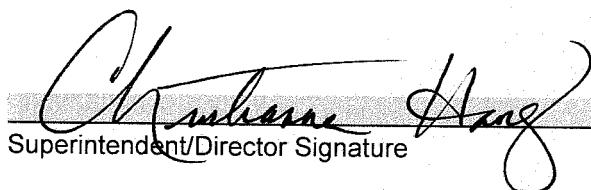
REQUIRED SIGNATURES:



Principal Signature

11.28.17

Date



Superintendent/Director Signature

11-28-17

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 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?
Reviewed Enrollment data – looked at the special population trends for the whole school and then the two schools separately.	As a whole school our ELL population is decreasing and is currently 34%, the special ed population has been holding steady around 10% for the past 4 years and the FRP population has been 85% for the past 2 years. HS – The ELL population has been hovering around 26% for the last 3 years. The sped population seems to be staying around 13% for the past few years. FRP has been decreasing over the past 4 years and is currently at 86%. MS/ES – The ELL population has been decreasing during the last 4 years but is larger than in the HS at 38%. The sped population has been around 9% for the last 4 years which is below the HS %. The FRP has	8/10/17	Review the MCA/MTAS proficiency and achievement level data at the school level for.

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?
Reviewed the proficiency trends for math and reading for the whole district and then the 2 schools. Reviewed the achievement level trends for the whole district and then the 2 schools.	been decreasing just like in the HS and is only slightly below the HS % at 85%. The districts proficiency in math is higher than it is in reading and math has been increasing by larger gains than reading. HS – The proficiency trends for the HS do not match the trends for the district at all. Both areas are very inconsistent in gains and losses. MS/ES – this looks more like the district view with a steady increase in both areas and math is higher. However, neither have any huge gains. The district achievement level trends match what is seen in the proficiency trends. The percent of students who are meeting or exceeding is increasing while the does not meets is decreasing but since the upward trend for proficiency is slight so are the changes in achievement levels. HS – The achievement level trends for math are all over the place – similar to the proficiency trend. However in reading the achievement level for exceeds has relatively stayed the same for 3 years it is the meets level that has changed to reflect the proficiency trend.	8/10/17	Review MCA/MTAS Proficiency and Achievement Level Data by Student Group

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?
	MS/ES – The overall trends for M & E match the proficiency trends. However, in math the E trend has stayed consistent while the M trend as increased. In reading both the E and M trends have increased.		
Review the proficiency trends for the different student groups and their counter parts for the district and then the 2 schools in Math.	ELL – As a district our ELL population is well below their counter parts. The difference has been consistently stayed between 38-36% for 4 years. HS – similar to the district trend the ELL are scoring well below their counterpart however, the gap is much larger and has been increasing over the past 3 years. MS/ES – this trend is similar to the district trend with ELL below non-ELL however the gap between the 2 is closing – not by significant amounts but it is closing. SPED – At the district our Sped is below the non-spced students – there was a the % difference doubled in 2015 but has been closing ever since. HS – Back in 2014 the gap was almost non-existent between sped and non-spced but again in 2015 it jumped to 38% but the gap has been closing ever since and last year the difference decreased by 13%. MS/ES – the trend is similar to the district with the gap widening at 2015	8/10/17	Review the proficiency trends and achievement levels for the different student groups and their counter parts for the district and then the 2 schools in reading.

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?
	since then it has narrowed in 2016 but increased in 2017. FRP – For the district the FRP students are below their counterpart but the gap is much smaller than with the other 2 groups looked at. The trend seems to be that the gap closes and opens every other year. HS – From 2013-2016 the non-FRP students had a higher proficiency rate, the gap was never that larger but it was there. However, in 2017 the FRP students' proficiency was higher than their counterparts by 13%. MS/ES – The matches the district trend with there being a small gap.		
Review the proficiency trends for the different student groups and their counterpart for the district and then the 2 schools in reading.	ELL – The district trend is again for our ELL population to be well below the Non-ELL students – the difference has been hovering about 41% for the last 3 years which is a larger gap than in math. HS – similar to math the gap between the non-ELL & ELL students has been increasing every year and is currently 53%. MS/ES – The trend is that the gap closes and opens almost every year. It is not consistently closing. SPED – For the district the sped students were out performing the non-sped students until 2015 when it just to a 32% difference – since then	8/10/17	Review the proficiency trends and achievement levels for the different grade levels in Math.

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?
	the gap has closed 9% then opened around 6% again this year. HS – Very similar to the district without performing only to drop in 2015 however the gap didn't close but widen. FRP – Similar to math the gap for the FRP and Non-FRP is smaller than the other 2 groups in 2016 is closed to 14% but then widened to 16% this year. HS – the gap between the 2 groups grew to 51% in 2014 and then closed to 9% in 2016 – however, it jumped to 278% in 2017 this is very different than what was seen in math. MS/ES – This is a small gap that has been closing every year.		
Review the proficiency trends for the different grade levels in Math.	Proficiency Trends 3rd – there was an increase in 2014 then a decline for the next 2 years with a 10% increase in 2017. 4th – has increased and decreased only about 4% over the last 5 years with a 4% decrease this last year. 5th – has increased every year with a large jump in 2015. 6th - has increased every year with a large jump in 2015. 7th – this grade was declining from 2013-2015 but has increased the past 2 years almost 10% each year.	8/10/17	Review the proficiency trends and achievement levels for the different grade levels in Reading.

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?
Review the proficiency trends for the different grade levels in Reading.	8th – has increased the past 5 years except there was a 1% drop last year. 3rd – increased from 2013-2015 with a 6% dip in 2016 to a 10% increase in 2017. 4th – Very different from math the scores dropped in 2014 then increased the next year to then decrease the last 2. 5th – similar to math the % has increased every year. 6th – has increased % every year. 7th - Dipped in 2014 then to increase every year after that. 8th – goes up and down year to year.	8/10/17	Review MCA/MTAS maintenance of proficiency and maintenance of achievement levels. for MS/ES, including for the 3 student groups as well for math.
Review MCA/MTAS maintenance of proficiency and maintenance of achievement levels. for MS/ES, including for the 3 student groups as well for math.	Math MS/ES – we gained 78 and lost 22 for a total gain of 56. Largest gain was in 8th grade with 26 the worst grade was 5th where they had a net loss of 1. ELL – Gained 25 lost 1 for total gain of 24. SPED - +3-2=1 FRP - +25-1=24 MS/ES - +164 – 53 = +111 increased their achievement level. Again the largest gain was 8th grade and 5th & 6th had similar loses. ELL - +50 – 5 = +45 SPED - +9 – 2 = +7 FRP - +50 -5 = +45	8/10/17	Review MCA/MTAS maintenance of proficiency and maintenance of achievement levels. for MS/ES, including for the 3 student groups as well for reading.

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? Review MCA/MTAS maintenance of proficiency and maintenance of achievement levels. for MS/ES, including for the 3 student groups as well for reading.	What did you learn from the data you reviewed? MS/ES - $+54 - 35 = +19$ Unlike math the largest gain was in 5th grade with +16 and the 7th grade was the lowest with -6. ELL - $+6 - 0 = +6$ SPED - $+3 - 3 = 0$ FRP - $+6 - 0 = +6$ MS/ES - $+116 - 79 = 37$ went up in achievement level. The largest gain in levels is in the 5th grade and the largest drop was 7th grade with -11. ELL - $+24 - 8 = +16$ SPED - $+5 - 3 = +2$ FRP - the same as ELL	When will we study the data? 8/10/17	What will you do next to advance the data review process? Review MCA/MTAS growth data for MS/ES, including looking at the 3 student groups for math.
Review MCA/MTAS growth data for MS/ES, including looking at the 3 student groups for math.	The overall Z score for 4-8 is .27, the highest grade is 8th with .63 and the lowest is 6th with -.09. ELL - is .07 compared to their counterpart which is .36. SPED - is -.25 compared to their counterpart which is .33 FRP - is .24 compared to their counterpart .45 Growth Levels 42% of our students made High growth on their math MCA compared to 19% making very low growth. The grade with the highest growth was 8th grade with 58% making high growth the lowest grades were 5th & 6th with only 34% making high growth. The	8/10/17	Review MCA/MTAS growth data for MS/ES, including looking at the 3 student groups for reading.

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?
	grade with the highest very low growth was 6th grade at 34%. ELL – 34% of the ELL made H counterpart made 45%H. 25% made VL, counterpart made 17% VL. SPED – 21% or the sped students made H growth where their counterpart made 45% - also 40% made very low growth when their counterparts made 17% VL. FRP – 40% made H growth the counterparts made 51%, 19% made VL growth and their counterpart made 18%		
Review MCA/MTAS growth data for MS/ES, including looking at the 3 student groups for reading.	Z Score – the average Z score for 4-8 was -.11. The highest grade was 6th grade with -.03 and the lowest grade was 5th with -.23. ELL – their z score was -.36 compared to .005 for the non-ELL. SPED – their z score was -.8 compared to -.02 for non-sped. FRP – z score was -.12 compared to .006 for non-FRP. Growth Levels – Overall the H, M & L % are all around 22-23% but the VL is 28% ELL – 16% of ELL made H growth the counterpart made 24%, 42% made VL compared to 22% of non-ELL. SPED – 11% of sped made H, M & L growth but 68% made VL growth.	8/10/17	Review Access proficiency and MCA data.

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?
	The non-sped made 23% H & 24% VL growth. FRP – 21% made V growth and 29% made VL growth. For non-FRP students they made 26-24% in the 4 levels.		
Review Access proficiency and MCA data.	When looking at the MCA achievement levels and access proficiency levels – 86% of the level 1 students are D – there were 3 level 1 that got E on the MCA but all were MTAS students. The only levels that are not predominately D is level 4-5.	8/10/17	
Review perception data collected from staff, students, parents, or other stakeholders	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps
Review additional data sources (e.g. implementation data, behavior data	Enter Reflection Here	Enter Date	Identify Next Data Source or Next Steps

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/ MAthematics: The 6-8 focus on classroom discourse and peer feedback has improved. Students are more inclined to have those discussions without fear for having a correct answer. The focus has been on specific thinking skills vs correct answer.

Graduation (if required):

Other:

Prioritized Concerns:

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

For Schoolwide Plans:

Reading: We are not meeting proficiency goals for MCA.

Mathematics: We are not meeting proficiency goals for MCA.

Graduation (if required):

Other:

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: Reading comprehension skills are below grade level for a significant percentage of our students.

Mathematics: Mathematical skills are below grade level for a significant percentage of our students.

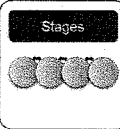
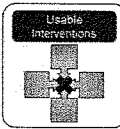
Graduation (if required):

Other:

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
	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: • <u>Competency Drivers</u> 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. • <u>Organization Drivers</u> 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. • <u>Leadership Driver</u> 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. The work done through each Driver depends on the Stage of implementation.
	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.
	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. • <u>Exploration</u>: 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>. • <u>Installation</u>: 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>. • <u>Initial Implementation</u>: 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). • <u>Full Implementation</u>: 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.
	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.
	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.

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: Hmong College Prep Academy

PLAN CONTACT: Danijela Duvnjak

SUBMISSION DATE: Sept. 1, 2017

- ▶ **1. Reading SMART Goal:**
- ▶ By the end of the 2017-18 school year, students in grades 3-8 will increase their MN Achievement index in reading from 44.75 to 50.60 as measured by the Minnesota reading accountability assessments.

2. Reading Usable Intervention(s):

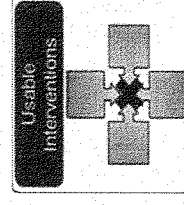
Identify the usable interventions (strategies or practices) the team has selected for implementation. The interventions must

- 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.	Fully Implemented?
1. Weekly grade level teacher meetings, individual or in PLC, to review benchmark assessment data and to support standards-based instructional planning that differentiates for student need.	☐
2.	☐
3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

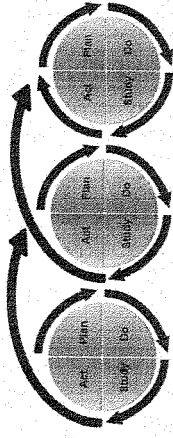


READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring Implementation: Review benchmark assessment data and support standards-based instructional planning.

3b. Instructional Change Manager: Krista Skoglund and Danijela Duvnjak

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> In what stage of implementation is the current intervention and how does it inform actions?	<u>ACTION STEPS</u> 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?	<u>REVIEW DATE</u> What date will the team study the expectation results?	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u> 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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Installation	School leadership will lead teachers through exercises to identify their own mindsets about literacy and standards-based instruction on a continuum. School leadership will support teachers in using an 8-step process to breakdown a MN CC Reading Standard, and evaluate its rigor vertically.	Teachers are applying instructional and assessment practices that match the rigor of the standard.	December 2017	Lori Mack led two sessions with 6-12 English teachers to 1) identify teachers mindsets about reading achievement and 2) introduce a process to breakdown CCSS. Successes: Teachers communicated that they better understand the standard now that they've looked at the grade level benchmark in more depth and looked at the standard vertically to see how it looks below and above their grade level. Lori Mack met with the elementary leadership team prior to the beginning of the school year to discuss breaking down the standards and how to support teachers in this work. Through cluster meetings, teachers are exploring the standards and looking at their alignment vertically, including discussion on what materials, mindsets, and practices need to be in place to help support students with mastery of the standards. Successes: Leadership team members and teachers have also communicated that they feel as if the standards are driving instruction more than they have in the past and that they have a better understanding of what needs to be
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<u>STAGE</u> In what stage of implementation is the current intervention and how does it inform actions?	<u>ACTION STEPS</u> 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?	<u>REVIEW DATE</u> What date will the team study the expectation results?	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u> Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Initial Implementation	Through PLCs, teachers will continue to work with grade level teams to break down standards, using the Benchmark Data Charts from MDE to prioritize standards. As part of this process teachers will use the MCA Test Specifications and The Common Core Companion by Jim Burke to identify key sub-skills within the standard and key words and phrases that need to be part of learning the standard. Teachers will analyze examples of high-level questions for that standard that are used on MCAs and from other test banks, including commonlit.org. From there grade level teams will build summative assessments using the examples as a guide. Teams will identify if questions capture the multiple sub-skills within the standard at a high content and cognitive level.	The expected result is that grade level ELA teams are creating high quality summative assessments and reviewing the data. In elementary, teachers are using their understanding of the standards to better craft their lessons using our new reading and writing curriculum, the Units of Study by Lucy Calkins.	March 2018	mastered by students in their grade level. Enter summary and next steps here

<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 <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.
Initial Implementation	Teachers and grade level teams in K-5 are working to implement the Units of Study by Lucy Calkins for reading and writing. This work is being supported by Kori McKibben, our new ELA Coordinator for K-5 and our leadership team. Beginning in the summer, we have had trainings and discussions to grow understanding of the curriculum and reading best practices (aligned with the standards). Additionally, we have modeled and done coaching in the classroom to support implementation.	The expected result is that teachers are crafting their lessons in alignment with the workshop model for both reading and writing – allowing for increased focused reading time for students. Additionally, we should see growth in student reading scores as a result of increased reading and strategy-based instruction around reading best practices. This will be monitored through ongoing coaching and observations with teachers.	June 2018	Enter summary and next steps here
Installation	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

MATHEMATICS ACTION PLAN

SCHOOL: Hmong College Prep Academy

PLAN CONTACT: Danijela Duvnjak

SUBMISSION DATE: Sept. 1, 2017

1. Mathematics SMART Goal:

- By the end of the 2017-18 school year, students in grades 3-8 will increase their MN Achievement index in math from 55.08 to 59.40 as measured by the Minnesota math accountability assessments.

2. Mathematics Usable Intervention(s):

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

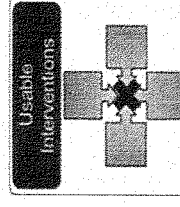
The interventions must

- 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.	Fully Implemented?
1. Weekly grade level teacher meetings, individual or in PLC, to review benchmark assessment data and to support standards-based instructional planning that differentiates for student need.	☐
2. Enter usable intervention here	☐
3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

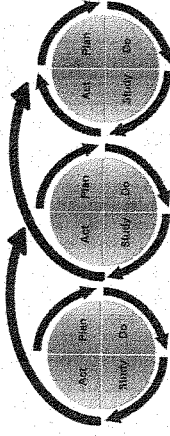


MATHEMATICS ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Review benchmark assessment data and support standards-based instructional planning.

3b. Instructional Change Manager: Danijela Duvnjak

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? Installation	How do the <u>drivers</u> inform what the team will do? Identify action steps and persons responsible for completing the action step. School leadership will lead teachers through exercises to identify their own mindsets about math and standards-based instruction on a continuum. School leadership will support teachers in using a process to breakdown math standards. Using <i>Principles to Action</i> by NCTM as a guide, PLCs will identify ways to encourage students to	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation? Teachers are applying instructional and assessment practices that match the rigor of the standard.	What date will the team study the expectation results? December 2017	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps. Students are retaking benchmarks to ensure mastery. Students are having valuable conversations about mathematics. Teachers are using CBM curriculum for more conceptual understanding of mathematics.
				In elementary, teachers are rethinking their classroom practices to better craft opportunities for

<u>STAGE</u> In what stage of implementation is the current intervention and how does it inform actions?	<u>ACTION STEPS</u> 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?	<u>REVIEW DATE</u> What date will the team study the expectation results?	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u> Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Initial Implementation	productively struggle as they work through math.		March 2018	students to experience success in mathematics. Additionally, they are analyzing their curriculum to better align it with the math standards and the NCTM best practices for mathematics instruction. Enter summary and next steps here
Initial Implementation	K-12: Meet with representatives from the Regional Center of Excellence to support the growth of our team in their understanding of mathematics. Through this work, we are working to develop a practice profile that will help guide coaching and PLCs with teachers on productive struggle and mathematical discourses.	The leadership team will drop-in to classes and observe activities and students' productive struggle. We hope to grow the mathematical understanding of our coaches to then grow and coach our teachers	March 2018	Enter summary and next steps here

<u>STAGE</u>	<u>ACTION STEPS</u>	<u>EXPECTATION</u>	<u>REVIEW DATE</u>	<u>EVIDENCE SUMMARY TO INFORM NEXT STEPS</u>
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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):

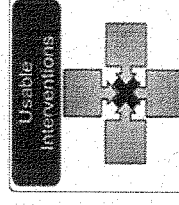
Identify the usable interventions (strategies or practices) the team has selected for implementation. The interventions must

- 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.	Fully Implemented?
1. Enter usable intervention here	☐
2. Enter usable intervention here	☐
3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

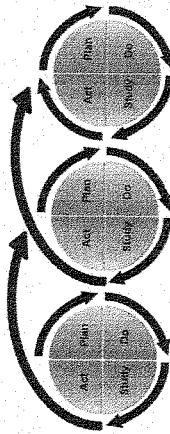


GRADUATION ACTION PLAN

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>
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Enter 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):

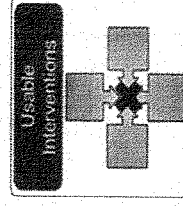
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If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented?
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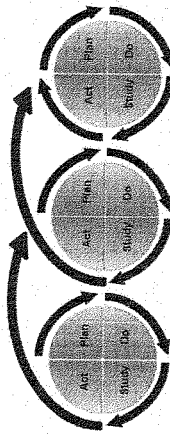


OTHER] ACTION PLAN

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>
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