Minnesota Department of **Education**

RECORD OF CONTINUOUS IMPROVEMENT
SCHOOL IMPROVEMENT PLAN
AND TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN

School Year

2015-2016

I.   Identification Information

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: Excell Academy 4068	Phone: 763-533-0500
Superintendent (Director): Mrs. Sabrina Williams	Fax: 763-533-0508
District Address: 6510 Zane Ave N Suite #107	Email: srwilliams@excellacademy.org
Title Coordinator: Mrs. Katie Norton	Phone: 763-533-0500 ext. 134
Coordinator Address: 6510 Zane Ave N Suite #107	Email: knorton@excellacademy.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Excell Academy 4068-07-10	Phone: 763-533-0500
School Address: 6510 Zane Ave N Suite #107	Fax: 763-533-0508
Principal: Mrs. Sabrina Williams	Email: srwilliams@excellacademy.org

Is this your schoolwide program plan?   **X Yes**   ☐ **No**

If yes complete the entire document.

Check one: ☐ Initial Schoolwide plan   X Existing Schoolwide plan   ☐ Targeted Assistance

Enter Data: 2012-13 MMR: 41.59
2013-14 MMR: 40.33
2014-15 MMR: 52.85
2012-13 FR: 47.18
2013-14 FR: 38.88
2014-15 FR: 53.25

Check Current Destination: ☐ Reward   ☐ Celebration Eligible   ☐ Continuous Improvement
☐ Priority   **X** Focus

Check one if Designated as a Priority or Focus School:

☐ Northern Sky Center   X South/Central Lakes Center   SE/Metro Center

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of Enter the LEA name here (LEA Name) has authorized Enter the name of the authorized person here (Name) at a monthly meeting on Enter the name of the date here. (Date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2015-16. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.

_____*Sabrina Williams*_____   _____
(Signature of Superintendent/Charter School Board Chair)   *(Date)*

II. School Information

Building Level Student Demographics: **Percentage of Total Enrollment:**

American Indian/Alaskan Native	0%
Asian/Pacific Islander	0.3%
Black, not of Hispanic origin	96.6%
Hispanic	3.1%
White, not of Hispanic origin	0%
Limited English Proficient	35.2%
Special Education	9.5%
Free or Reduced-Price Lunch	95.5%

LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Mrs. Sabrina Williams	Director	srwilliams@excellacademy.org
Mr. Justin Balvin	Academic Dean	jbalvin@excellacademy.org
Mrs. Bethany Mueller	ELA Teacher	bmueller@excellacademy.org
Mrs. Julie James	5th Grade Teacher	jjames@excellacademy.org
Mrs. Amber Merrigan	4th Grade Teacher	amerrigan@excellacademy.org
Mrs. Bridget Weber	1st Grade Teacher	bbergstrom@excellacademy.org
Mrs. Katie Norton	Title I/Reading Teacher	knorton@excellacademy.org
Mrs. Nancy Young	Title I/Reading Teacher	nyoung@excellacademy.org
Ms. Amanda Walters	3rd Grade Teacher	awalters@excellacademy.org
Mrs. Angela Hillestad	6th Grade Teacher	ahillestad@excellacademy.org
Mr. Thomas Anderson	Research and Evaluation Coordinator	tanderson@excellacademy.org

| Mrs. Sarah Sirna | School Advocate/Centers of Excellence | |

SCHOOL SUMMARY	STATEMENTS
Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan.	Excell Academy is a K-8 Charter School In Brooklyn Park, MN. The Instructional Leadership Team (ILT) leads the school improvement efforts at Excell Academy and is made up of representatives from all areas: grade level teachers and specialists. The Instructional Leadership Team (ILT) was very successful in 2013-2014 and 2014-2015 in providing instructional leadership to the school and it will continue to be central in our ongoing efforts. The ILT has agenda and meeting practices established that emphasize collaborative decision making focused on instructional issues. These processes were put in place for the 2013-2014 school year and were very successful through the 2014-2015 school year as well. The ILT meets weekly and has adopted an agenda framework designed to facilitate a collaborative decision making process. The team has agreed on a mission, a vision and a set of guiding values that are central to all meetings and are centered on improving standards and evidenced based instruction and assessment. We saw strong growth in proficiency in both math and reading over the two year period through the implementation of Learning Objectives and Success Criteria, along with common assessments and data meetings. We want to keep growing in proficiency by fully implementing all aspects of the Learning Objectives (Formative Assessment) framework drawing especially from McRel. At the same time we know we need a rigorous and structured targeted intervention system in place in order to give specific interventions to our lowest readers. The focus of the plan is to continue to improve grade level core instruction while providing

	targeted support for those students who are our lowest readers.
Describe the team's plan for communicating with the school and community.	The Communications Task Group of the ILT has developed a communication plan for communicating and establishing feedback loops with stakeholders (staff, parents, students and the board of directors). The integrated nature of the ILT provides for ongoing feedback from teaching staff to the ILT. The communication plan also establishes expectations for ILT communication to stakeholders (calendar, data reports, student handbook, etc.) and provides for ways that stakeholders are to provide feedback to the ILT (Parent Empowerment Gatherings, written reports, ILT meetings, etc.).

Facilitating Support for Sustainable Change in Minnesota Schools

Using Implementation Science
The Active Implementation Frameworks based on Implementation Science were developed by the National Implementation Research Network (NIRN) to support system and practice change. This Record of Continuous Improvement uses those frameworks and Implementation Science to help schools establish a facilitated network of support for sustainable change. The change effort is led by a Leadership Implementation Team that understands and uses the five Integrated Active Implementation Frameworks effectively. A brief overview of these frameworks follows. An in-depth review of the frameworks, and supportive implementation tools, is located on the Active Implementation Hub (http://implementation.fpg.unc.edu/).
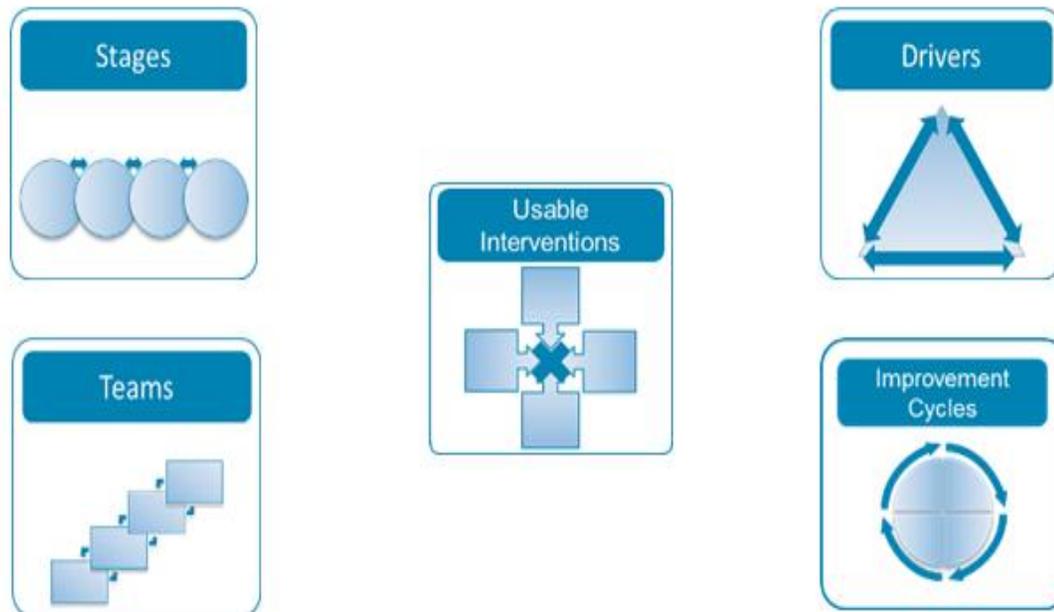
Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC's), district, regional, and state (Minnesota Department of Education) level. Implementation teams share the responsibility for improvement with administration and work with staff and community stakeholders to ensure all students receive high-quality instruction in an equitable learning environment.

Implementation Teams review multiple sources of data (including student data) and then select a usable intervention during the exploration stage that a) will address the needs identified by reviewing the data and b) is most likely to create an increase in student performance over time. By definition, a usable intervention is one that is teachable, learnable, doable, and readily assessed. Once the intervention is selected, teams develop staged action steps that provide structural supports necessary for successful implementation. **A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework.** The stages include:

Exploration: Teams are formed and the usable intervention is selected.

Installation: Supports such as guiding documents and initial training are provided and coaching routines and supports are articulated.

Initial implementation: Teachers begin using the practice, receive coaching, and work towards fidelity of implementation guided by fidelity data (e.g. are we doing what we said we would do).

Full implementation: Over 50% of the teachers are implementing the usable intervention(s) as intended.

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act cycles (PDSA) to provide feedback to the leadership implementation team, building administrators, and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. While student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus includes not only fidelity data but also measures of formative and summative student performance (that should increase with increased fidelity). This stage-based process may span several years. The PDSA cycle also is used to provide a longer term evaluation of the overall impact of the usable intervention on student success. This cycle informs decisions about continued use of the intervention, necessary improvements (e.g., more training or coaching), or whether the process should begin again to find an intervention that will provide a greater impact on student outcomes.

Leadership implementation teams address barriers and facilitate effective change through the use of the implementation drivers. Teams use the drivers to guide every conversation they have about enhancing effective implementation and resolving barriers to implementation. The competency drivers include selection, training, coaching, and performance assessment (fidelity of instruction). The organizational drivers include data management and use for decision making, facilitative administration, and systems intervention. The leadership driver makes use of both adaptive and technical strategies for problem solving. Schools using the active implementation frameworks must recognize that no one framework is more important than the others. Focusing on one framework, or ignoring even one, diminishes the effectiveness of the continuous improvement process. By striving to understand the connections among all five frameworks, schools can expand their capacity to manage the complex variables of school change. This Record of Continuous Improvement is intended to support your ability to effectively manage change and create improved student outcomes.

Instructions

Use the following guidelines when entering information in the numbered sections of your Record of Continuous Improvement. This Record evolves over time so **complete sections 4a-6c as you progress through the stages and document your most current work.** Use the Evidence

Summary to record the barriers you need to overcome and the successes you have along the way. This will become an ongoing record of your school improvement efforts.

SCHOOL: Enter your school name.

Plan Contact: Enter plan contact.

Submission Date: Enter the quarterly submission date here.

1. Make copies of the plan template as needed. Use templates for math, reading, and graduation, if applicable.
2. Check the plan category that each plan addresses.
3. Write the SMART Goal statement. This is the All Student Goal that reflects reduction of the achievement GAP.

4a. Exploration is the first stage of the process. Identify the data sources the team will review, what is learned from the data and what actions will be taken. This stage requires inquiry, research, learning and patience. The final step in this stage is to select a usable intervention (strategy or practice) to implement and measure during initial implementation and full implementation to determine if it leads to increased academic performance. For example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of the needs assessment. For additional resources regarding stages see the Active Implementation Hub, (http://implementation.fpg.unc.edu/module-4).

4b. Name the usable intervention that you will implement on the chart. For example: Interactive Read Aloud. Highlight one usable intervention to implement and monitor first.

5a-c. Write your usable intervention selected to monitor here so it can be easily referenced as you enter the installation and initial implementation stages. Select a change manager for each action plan and identify which plan you are completing.

6a. Installation is the second stage of the process. Use the chart to identify what you will do to provide the structural supports necessary for successful implementation of the usable intervention (strategy or practice). These activities could include selection and training of staff, development of documents such as practice profiles to help you clearly define your framework or strategy, documenting processes to monitor your implementation efforts, or addressing policy issues that will enhance the implementation process. In this stage, measure your effort and report your findings in the Evidence Summary. For example, how many staff received training? Is the coaching service delivery plan established? For more guidance see Modules 2, 4, and 6 on the Active Implementation Hub (http://implementation.fpg.unc.edu/modules-and-lessons).

6b. Initial implementation is the third stage in the process. Use the chart to identify and track the actions the team will take to implement the selected usable intervention. This stage focuses on the instruction that will occur in the classroom. What will your teachers do and what is your fidelity expectation? For example, you might indicate in your Action Step that teachers will utilize Interactive Read-aloud three to five times per week. Your fidelity expectation may be that walk-throughs will indicate 60% of the teachers demonstrate proficiency according to a Read Aloud practice profile by December 1, 2014. Use the Evidence Summary to record the actual findings based on use of the PDSA study cycle. Consider and use the implementation drivers to guide the next steps.

6c. Full implementation is the fourth stage in the process. Once you have reached at least 50% fidelity in a given strategy or set of strategies, move that strategy into full implementation, identifying in the chart what you will do to increase the rate of proficiency among the teachers using the intervention. Reduce your monitoring frequency to a maintenance level unless you see the proficiency rates decline. When you reach fidelity of implementation with one intervention, create a new action plan for the next intervention. When fidelity is achieved in all interventions, evaluate student data to determine the overall impact.

READING AND MATH: FORMATIVE ASSESSMENT (LOs, SUCCESS CRITERIA AND FEEDBACK)

RECORD OF CONTINUOUS IMPROVEMENT

SCHOOL: Excell Academy   **PLAN CONTACT:** Thomas Anderson   **SUBMISSION DATE**: September 1st 2015

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one**. X Math   X Reading   ☐ Graduation (if applicable)

3. **SMART Goal**: The percentage of ALL students enrolled October 1 in grades 3-8 at Excell Academy who are proficient on all math accountability tests (MCA, MOD, MTAS) will increase from 45.8% to 50.8% in 2016.

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The percentage of ALL students enrolled October 1 in grades 3-8 at Excell Academy who are proficient on all reading state accountability tests will increase from 41.8% to 46.8% in 2016.

4a. EXPLORATION
This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

PLAN

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Exploration steps took place during the 2012-2013 school year.	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

Comprehensive Needs Assessment (Component 1)

1. Math Action Steps

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Review prior year SMART Goal	ILT	Excell Academy did not achieve its math goal of 48.5% but did grow 3.8% to achieve a proficiency of 45.8% with an overall positive Z score in math of +.1312 In 2015 we grew from 34.1% proficient (2014) to 41.8% proficient, growing 6.7% in proficiency. We did meet out SMART goal in reading for the 2015 school year.	August 5th, 2015 (ILT Retreat)	Excell Academy's math proficiency goal for 2015 is 50.8% proficient in 2016 (Oct. 1st, all accountability assessments). Our Reading SMART goal for the 2015-2016 school is to achieve a proficiency of 46.8% on all accountability assessments (enrolled Oct. 1).

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
2. Review Implementation of Usable Intervention(s)	ILT	Implementation of the formative assessment framework (based on McRel's Classroom Instruction that Works and Dylan Wiliam's work on formative assessment) is progressing in stages. Learning Objectives and Success Criteria are in full implementation. Feedback, specifically getting evidence for feedback and then giving effective feedback are the next steps.	August 5th, 2015 (ILT Retreat)	Getting evidence for feedback and then giving effective feedback are the next steps in implementing formative assessment. Learning Objectives and Success Criteria will be monitored to maintain implementation. Both have become engrained in school culture with almost 100% of teachers meeting proficiency on learning walks.
3. Review Proficiency and Achievement Level Data	ILT	We saw growth in proficiency in both subjects (as well as positive Z scores in both subjects). We grew 3.8% in math. 45.8% of our students now Meet or Exceed the standards in math. Additionally we reduced the number of students in the Does Not Meet category to 30.5%. Our reading proficiency grew 6.7% from 34.1% to 41.8%. In addition to this growth we reduced the percentage of students in the Does Not Meet category from 44.9% to 34.5%. We increased the percentage of students partially proficient from 21% to 23.7%.	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level disaggregated by student group
4. Review proficiency and achievement level data by student group	ILT	Excell has two main student groups to consider, our EL students and Special Education Students. Both student groups had positive average Z score in each subject and grew at higher rates than non-EL and non-SPED students in the state respectively. Our EL students saw	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level data by grade level

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
		significant growth in math proficiency growing from 29.3% to 43.5%. Our Special Education students fell slightly to 17.9% proficient in math, despite having an overall positive Z score. EL Reading: ELs had a positive z score in reading which translated into significant proficiency growth going from 20.7% to 33.3% in 2015.Special Education Reading: We fell (34.8% to 17.9%) in Special Education reading proficiency this year, partly due to the elimination of the modified assessment.		
5. Review proficiency and achievement level data by grade level	ILT	While we had schoolwide growth in proficiency in math and a positive Z score, some grade level weaknesses were evident and were linked to a need for additional support as well as low implementation of usable interventions. Additional support has been provided in the form extensive lead teacher support for 2015-2016.	August 5th, 2015 (ILT Retreat)	Review maintenance of proficiency and maintenance of achievement level data
6. Review Preliminary Growth Data	ILT	We had a positive Z scores in both subjects. In Math our overall Z score was +0.1312. This shows that overall our students are growing at above average rates even if this growth hasn't translated into the amount of growth in proficiency that we hoped for. We believe this year's growth will underpin future proficiency gains.	August 5th, 2015 (ILT Retreat)	Review perception data collected from staff, students, parents, or other stakeholders Investigate links between achievement and perception data
7. Review perception data collected from staff,	ILT	Over the last two school years we have collected Collective Efficacy data using	August 5th, 2015 (ILT	Review additional data as determined by the Leadership Implementation Team

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
students, parents, or other stakeholders		Wayne K. Hoy's 6 point scale. As a school we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in math from 29.5% proficient in 2013 to 45.8% proficient in 2015. Teachers have improved instructional practiced, collaborated and challenged each other all the while believing that all students can and will learn.	Retreat)	Clear links between high collective efficacy, collaboration, faithful implementation and student achievement are evident.
8. Review additional data sources (Leadership implementation data, fidelity of Implementation, behavior, MAP data, etc.)	Enter team lead/ resources here	There are several key connections in the data. 77.2% of students made their projected growth on the NWEA MAP assessment. Our overall positive Z score in math shows high levels of growth in math schoolwide (+0.1312). This shows that our modest growth in proficiency (up 3.8% from 2014) is underpinned by growth of lower students that we expect to translate into proficiency in the future. This combined with the impressive two year math growth in proficiency (from 29.5% proficient in 2013 to 45.8% proficient in 2015), shows that the strategies we are implementing with	August 5th, 2015 (ILT Retreat)	

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
		fidelity are positively impacting student achievement. Learning walk data on Learning Objectives showed high levels of proficient implementation in math. This, combined with the strong collective efficacy data, shows that our teachers are faithfully implementing strategies that they believe will work to improve student achievement (and they are in fact working). We believe that high collective efficacy and high percentages of teachers proficiently implementing usable interventions is linked directly to increased student achievement in reading at Excell. An overall positive Z score in reading (+0.1303) as well as high percentages of students making their MAP growth targets (73.8%) show that growth occurred school wide even thought there were some grade level concerns.		
9. Root cause based on hypotheses and prioritized concerns	Enter team lead/ resources here	The complete data picture shows that over the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, has resulted in increased student achievement. Additionally, though the gains in proficiency did not meet SMART goal targets for 2015, we fully expect that the growth as evidenced in Z score and MAP	August 5th, 2015 (ILT Retreat)	We will continue to implement formative assessment and in 2015-2016 will focus on the need for getting high quality evidence ("Getting Evidence") and giving effective feedback ("Giving Feedback"). The research shows that Learning Objectives alone lead to student achievement but the effect size dramatically increases when effective feedback is given. This is backed up by our data and leads us to confirm that continuing

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
		growth data will lead to increased proficiency especially if the formative assessment framework is fully implemented. Meeting our SMART goal for reading, an overall positive z score in reading and MAP growth data shows that we are beginning to give all students what they need. Continuing to implement more usable interventions from		to implement research based formative assessment strategies will lead to even more positive growth and growth in proficiency in math.

4b. SELECTING A USABLE INTERVENTION

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

If applicable, identify the instructional framework that includes the usable intervention: Formative Assessment Process

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Learning Objectives	X
2. Success Criteria	X
3. Feedback	☐
4. Questioning	☐
5. Activating Students as Instructional Resources for Others	☐

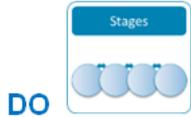|	
6. Activating Students as owners of their own learning	☐

5a. USABLE INTERVENTION SELECTED FOR MONITORING: Success Criteria

5b. Instructional Change Manager: Enter Manager's name here **5c**. X **Math** X **Reading** ☐ **Graduation (check one)**

6a. INSTALLATION

These activities provide structural supports necessary to implement the intervention successfully.
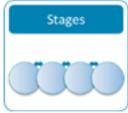

ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Installation Steps for LOs and Success Criteria took place during the 2013-2014 school year.	ILT			
2. Provide PD on *Classroom Instruction that Works 2* (CITW2) from McRel focusing on the Learning Objective and Feedback strategy	Mrs. Sabrina Williams, *Classroom Instruction that Works* from McRel	The ILT and several classroom teachers will understand the role of LOs and Feedback within the McRel framework	8/13/2014 & 8/14/2014	PD was successful and teacher feedback indicated a higher level of buy-in do to a greater understanding of the framework as a whole and the research supporting strategies.
3. Provide PD on *Classroom Instruction that Works 2* (CITW2) from McRel focusing on the Learning Objective and Feedback strategy	Mrs. Williams, Mr. Balvin Mr. Anderson, *Formative Assessment and Standards Based Grading* by Robert Marzano, *CITW2* from	All staff will understand the importance of feedback and LOs and will know best practices and will know the research behind them.	8/28/2014	PD on feedback was provided, follow up through PLCs. Many teachers who were at the 8/13/2014 2& 8/14/2014 PD led discussions on 8/28. Notes from brainstorming on 8/14/2104 were used on 8/28 as well.

	McRel			
4. Enter action steps here	Enter team lead / resources here	Enter effort expectation here	Enter date here	Enter summary here
5. Enter action steps here	Enter team lead / resources here	Enter effort expectation here	Enter date here	Enter summary here

6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.
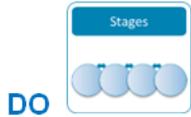
DO **STUDY** **ACT**

ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. All teachers implement LOs, Success Criteria and Feedback	Practice Profile	Enter fidelity expectation here	9/02/2014	Learning walks to begin 10/01/2014
2. PLCs review practice profile with updates	PLC Leads, Practice Profile	Leads will review and discuss practice profile with teachers in PLC meeting	9/10/2014	PLC meeting notes, PLC leads will clarify concerns and questions of teachers.
3. Learning Walks (Round 1) on Feedback and Success Criteria	Mrs. Williams and Mr. Balvin	Learning walks will show high percentages of teachers implementing all components of the updated practice profile.	11/24/2014	Several components are fully implemented based on the first round of learning walks including Learning Objectives based on standards and Success Criteria communicating declarative and procedural knowledge in "I Can" statements. Additional support is needed in "Reflecting on objectives" and "Communicating objectives to parents"
4. Learning Walks (Round 2) on Feedback and Success Criteria	Mrs. Williams, Mr. Balvin, PLC Leads	Over 50 % of all teachers will score proficient on all components	12/09/2014	Spreadsheet data collected on round 2 of learning walks will indicate system health.
5. Enter action steps here	Enter team lead / resources	Enter fidelity expectation here	Enter date here	Enter summary here

	here			
6. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

6c. FULL IMPLEMENTATION

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.

DO   STUDY   ACT

ONGOING MONITORING OF THE INTERVENTION What data will you collect and review to measure whether or not you are reaching your desired educational outcomes? What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)? What is your measure of student performance change?	TEAM LEAD / RESOURCES	SUSTAINABILITY EXPECTATION What is your target for student outcomes (e.g., achievement gap reduction)? What is your target for instructional behavior (e.g., increased fidelity)?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual outcomes for both student outcomes and fidelity. Celebrate successes. Determine next action steps.
4. Learning Walks (Round 1) on Feedback and Success Criteria	Mrs. Williams and Mr. Balvin	Learning walks will show high percentages of teachers implementing all components of the updated practice profile.	11/24/2014	Several components are fully implemented based on the first round of learning walks including Learning Objectives based on standards and Success Criteria communicating declarative and procedural knowledge in "I Can" statements. Additional support is needed in "Reflecting on objectives" and "Communicating objectives to parents"
5. Analyze data with ILT in order to			12/8/2015	

determine next steps for supporting teachers.				
6. Provide support to PLCs for the "Reflecting on objectives" and "Communicating objectives to parents" components.	PLC Leads, Practice profile, video example of reflection, examples of objective communication tools (SS cards, newsletters, etc.)	80% of teachers will scores proficient on the reflecting on objectives and communicating objectives components.	Beginning 12/10/2015	PLC leads will take ideas from ILT and examples from proficient teachers and provide support to teachers in these areas prior to the next round of learning walks.
7. Collect and analyze round 2 of Learning Walks	Justin Balvin, Sabrina Williams, ILT			
8. Additional PD reviewing the implementation data from learning walks providing more examples/samples to teachers of proficient	Justin Balvin, Implementation data, teacher examples, video	80% of teachers will scores proficient on the reflecting on objectives and communicating objectives components.	2/27/2015	Implementation data was celebrated and additional resources provided to teachers on areas needing the most support.
9. End of year analysis of implementation data.	ILT	Over 80% of teachers did score proficient on all core components of the Learning Objectives and Success Criteria by the end of the 2014-2015 school year.	May 2015	Learning Walk data shows that the goal of 80%
10. End of year analysis of student achievement data.	ILT	The preliminary student achievement data from the reading and math MCA shows that we had a positive average Z score in both subjects. In reading we saw a dramatic increase in our Z score and maintained a positive Z score in math for a second year in a row: Reading Average Z Score 2015: + .145 (in 2014 it was: -.1814) Math Average Z Score 2015: + .140 (in 2014 it was: +.1953) In addition to this we grew in proficiency in	May 2015	Preliminary MCA data shows a growth in proficiency in both subjects as well as a positive average Z score in both subjects.

		both subjects as follows: In reading we grew from 34.1% in 2014 to 40.8% (preliminary) in 2015. This meets our goal and is a growth of 12.8% over the last two school years. In math we grew from 42.0% in 2014 to 44.8% (preliminary) in 2015. Although we did not meet our goal for growth in proficiency, it does represent an impressive 15.3% growth over the last two school years.		
11. Next Steps for Implementing Formative Assessment Framework: Develop practice profile for *eliciting evidence* (i.e. questioning) in order to support feedback as well as activating students as resources for others and giving students ownership of their own learning.	TBD		Summer 2015	Practice profile

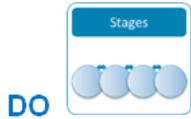**6d. INTERVENTION MONITORING RECORD** Enter name of selected intervention here

Cut and paste 6c into a summary document to create a record of interventions that are fully-implemented. This Intervention Monitoring Record can be used for peer observations and classroom walkthroughs.

5a. USABLE INTERVENTION SELECTED FOR MONITORING: Getting Evidence and Giving Feedback (Questioning & Feedback)

5b. Instructional Change Manager: Thomas Anderson   **5c**. ☒ **Math** ☒ **Reading** ☐ **Graduation (check one)**
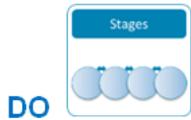
6a. INSTALLATION

These activities provide structural supports necessary to implement the intervention successfully.

ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Develop Practice Profile for "Getting Evidence"	Mr. Balvin, Mr. Anderson, Dylan Wiliam and McRel Framework	Practice Profile will be completed	August, 5th (ILT Retreat)	Profile completed for ILT Retreat
2. Plan and provide PD for ILT regarding "Getting Evidence"	Mr. Balvin, Mr. Anderson, Dylan Wiliam and McRel Framework	Enter effort expectation here	August, 5th (ILT Retreat)	PD Provided 8/5/2015
3. Provide PD through PLCs on "Getting Evidence"	Lead Teachers, ILT		End of October, 2015	PD provided through PLCs by lead teachers throughout October 2015.
4. Develop Practice Profile for "Giving Feedback"	Mr. Balvin, Mr. Anderson	Practice Profile will be completed	End of October 2015	Profile still under construction. Roll out pending further implementation of "Getting Evidence"
5. Provide PD around "Giving Feedback" through PLCs	Lead Teachers, ILT	All PLC Leads will provide training through PLCs	TBD based on learning walk data on "Giving Evidence"	Enter summary here

6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

DO   **STUDY**   **ACT**

ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. Implement "Getting Evidence"	Mr. Balvin, Mr. Anderson, PLCs, Lead Teachers and Classroom Teachers	80% of classroom teachers will engineer activities and discussions to get evidence of learning	November 2015	Teachers have begun to use various activities to elicit evidence of learning from all students. Feeedback is being gathered from and support is being offered through PLCs for further implementation. Learning Walk data on other elements of formative assessment show high levels of maintenance. Next step is to gather implementation data via learning walks and lesson plans.
2. Implement "Giving Feedback"	Lead Teachers, ILT and Classroom Teachers	80% of teachers will proficiently implement "Giving Feedback" based on Learning Walk data	TBD based on successful implementation of "Getting Evidence"	
3. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here
4. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here
5. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
6. Enter action steps here	Enter team lead / resources here	Enter fidelity expectation here	Enter date here	Enter summary here

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READING: BALANCED LITERACY INDEPENDENT READING

SCHOOL: Excell Academy　　　　　**PLAN CONTACT:** Thomas Anderson　　　　　**SUBMISSION DATE**: September 1ˢᵗ, 2015
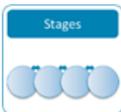
1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one**. ☐ Math　　　　X Reading　　　　☐ Graduation (if applicable)

3. **SMART Goal**: The percentage of ALL students enrolled October 1 in grades 3-8 at Excell Academy who are proficient on all reading state accountability tests will increase from 41.8% to 46.8% in 2016.

4a. EXPLORATION
This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

PLAN

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?

1

1.Original exploration activities occurred in the 2013-2014 school year.	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Review prior year SMART Goal	Enter team lead/ resources here	In 2015 we grew from 34.1% proficient (2014) to 41.8% proficient, growing 6.7% in proficiency. We did meet out SMART goal in reading for the 2015 school year.	August 5th, 2015 (ILT Retreat)	Our SMART goal for the 2015-2016 school is to achieve a proficiency of 46.8% on all accountability assessments (enrolled Oct. 1).
2. Review Implementation of Usable Intervention(s)	Enter team lead/ resources here	Formative Assessment: high implementation of Los and Success Criteria. Balanced Literacy: Independent reading is in full implementation. The conferencing aspect is in initial implementation. Guided reading Press Framework: After exploring classroom wide interventions and piloting them in classrooms we are moving back in to installation phase in order to implement the framework's systematic approach to intervention.	August 5th, 2015 (ILT Retreat)	We will continue to roll out usable interventions in the formative assessment, Balanced Literacy and Press Frameworks. FA: Next usable interventions are "getting evidence" and "giving feedback". Practice profile is written for "getting evidence" BL: The conferencing aspect is in initial implementation. Guided reading is the next usable intervention. PRESS: Installation and initial implementation of PRESS interventions. Review proficiency and achievement level data at the school level
3. Review Proficiency and Achievement Level Data	Enter team lead/ resources here	Our reading proficiency grew 6.7% from 34.1% to 41.8%. In addition to this growth we reduced the percentage of students in the Does Not Meet category from 44.9% to 34.5%. We increased the percentage of	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level disaggregated by student group

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
		students partially proficient from 21% to 23.7%.		
4. Review proficiency and achievement level data by student group	Enter team lead/ resources here	EL Reading: ELs had a positive z score in reading which translated into significant proficiency growth going from 20.7% to 33.3% in 2015. Special Education Reading: We fell (34.8% to 17.9%) in Special Education reading proficiency this year, partly due to the elimination of the modified assessment.	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level data by grade level
5. Review proficiency and achievement level data by grade level	Enter team lead/ resources here	Some grade level weaknesses were evident and were linked to a need for additional support as well as low implementation of usable interventions. Additional support has been provided in the form extensive lead teacher support for 2015-2016.	August 5th, 2015 (ILT Retreat)	Review preliminary growth data
6. Review Preliminary Growth Data	Enter team lead/ resources here	The 2014 MCA revealed that our lowest readers were not growing enough and we had an overall negative Z score in math, even while growing in proficiency. The 2015 Reading MCA showed a very strong reversal of that trend and we continued to grow in proficiency (another 6.7%) while having an overall positive z score (+0.1303) and reducing the students in the Does Not Meets category from 44.9% to 34.5%.	August 5th, 2015 (ILT Retreat)	Review perception data collected from staff, students, parents, or other stakeholders Investigate links between achievement and perception data
7. Review perception data collected from staff, students, parents, or other	Enter team lead/ resources here	Over the last two school years we have collected Collective Efficacy data using Wayne K. Hoy's 6 point scale. As a school	August 5th, 2015 (ILT Retreat)	Review additional data as determined by the Leadership Implementation Team

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
stakeholders		we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in reading from 26.0% proficient in 2013 to 41.8% proficient in 2015. Teachers have improved instructional practiced, collaborated and challenged each other all the while believing that all students can and will learn.		Identify links and disconnects between data sets
8. Review additional data sources (Leadership implementation data, fidelity of Implementation, behavior, MAP data, etc.)	Enter team lead/ resources here	We believe that high collective efficacy and high percentages of teachers proficiently implementing usable interventions is linked directly to increased student achievement in reading at Excell. An overall positive Z score in reading (+0.1303) as well as high percentages of students making their MAP growth targets (73.8%) show that growth occurred school wide even thought there were some grade level concerns.	August 5th, 2015 (ILT Retreat)	Prioritize concerns Identify hypotheses to investigate through Root Cause Analysis
9. Root cause based on hypotheses and prioritized concerns	Enter team lead/ resources here	The complete data picture shows that over the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, the	August 5th, 2015 (ILT Retreat)	We will continue to implement more usable interventions in the formative assessment and Balanced Literary frameworks. Additionally, we will move further towards initial implementation of the PRESS

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
		implementation of elements of the Balanced Literacy Framework has resulted in increased student achievement in reading. Meeting our SMART goal for reading, an overall positive z score in reading and MAP growth data shows that we are beginning to give all students what they need. Continuing to implement more usable interventions from these frameworks and adding the PRESS Framework's systematic assessment and intervention.		Framework.

4b. SELECTING A USABLE INTERVENTION

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

If applicable, identify the instructional framework that includes the usable intervention: Balanced Literarcy

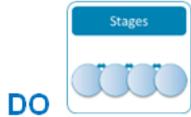| List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1.Interactive Read Aloud/Modeling/Mini Lesson	☐
2. Shared Reading	☐
3. Guided Reading	☐
4. Independent Reading	☐

Usable
Interventions

6

5a. USABLE INTERVENTION SELECTED FOR MONITORING: Independent Reading

5b. Instructional Change Manager: BLT   **5c**. ☐ **Math** X **Reading** ☐ **Graduation (check one)**

6a. INSTALLATION

These activities provide structural supports necessary to implement the intervention successfully.

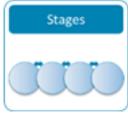| ACTION STEPS What activities will provide structural supports necessary to implement interventions successfully?	TEAM LEAD / RESOURCES	EFFORT EXPECTATION What is the expected result of this adult activity?	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Develop guide to launching "Balanced Literacy: First 20 days"	Balanced Literacy Team, "First 20 Days" Fountas and Pennell, Daily 5	BLT will create First 20 Days document	6/18/2014	First 20 Days document
2. Develop "Daily 5" set up	Bergstrom, Fountas and Pennell, Daily 5	BLT will create "Daily 5" set up	6/19/2014	First 5 days of Daily 5 document
3. Develop Practice Profile on Independent Reading	Balanced Literacy Team, Sample practice profiles	BLT will produce a draft Practice Profile	6/25/2014	Excell Academy's Independent Reading Practice Profile draft
4. Create Lesson plan organizer	Merrigan, Lesson plan templates,	Lesson plan organizer will be developed	7/1/2014-7/30/2014	Lesson plan template

7

	lesson plans from 2013-2014			
5. Revise practice profile on Independent Reading	Balanced Literacy Team, Practice Profile	Profile will be revised	7/9/2014 and 7/16/2014	Excell Academy's Independent Reading Practice Profile draft
7. Create conference records and create shared folders for teachers	Balanced Literacy Team, Google Drive shared folders	Conference folders will be created	7/23/2014	Conference Form Folder (includes 4 documents)
8. Plan PD on Balanced Literacy Framework and Independent Reading	Balanced Literacy Team, Resources from Michelle Wang and Shana Bregenzer-Brenny (Centers of Excellence)	PD will be planned, powerpoints created, etc.	7/23/2014	Teacher PD Powerpoint and handoutsummary here
9. Provide PD on Balanced Literacy Framework and Independent Reading	Balanced Literacy Team, Practice profile, PLC Calendar, Conference forms, First 20 Days, etc.	ALL teachers will receive PD on Independent Reading	8/25/2014 & 8/26/2014	PD Completed 8/25/2014 and 8/26/2014mary
10. PLCs Provide support for Balanced Literacy/Independent Reading implementation	PLC Leads, Practice Profile	PLC leads will field questions, gauge collective efficacy and respond with support	Beginning 9/10/2014	PLC agenda and notes in shared folder
11. Learning Walks (Round 1) on Independent Reading/Balanced Literacy	Balanced Literacy Team, Mrs. Williams, Mr. Balvin,	Implementation data for Independent Reading will be measured to gauge system health with respect	October 2014	Shared data spreadsheet linked to Google form

	Practice profile, Google form for collecting learning walk data	to Independent Reading.		

6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

DO   STUDY   ACT

ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. Teachers implement Balanced Literacy Routines and once established, Independent Reading.	PLC Leads, Practice Profile	Teachers will be implementing Independent Reading strategy of the BL framework		Lesson Plans and eventually learning walk data
2. PLCs Provide support for Balanced Literacy/Independent Reading implementation	PLC Leads, Practice Profile	PLC leads will clarify concerns with the profile and address issues with implementation	Beginning 9/10/2014	PLC agenda and notes in shared folder
3. Learning Walks (Round 1) on Independent Reading/Balanced Literacy	Balanced Literacy Team, Mrs. Williams, Mr. Balvin, Practice profile, Google form for collecting learning walk	Over 50% of teachers will be proficient in their implementation of Independent Reading	November 2014, first round completed by 11/24/2014	Shared data spreadsheet linked to Google form

	data			
4. ILT will meet and analyze data from round 1 and determine next steps.	Learning walk data	Fidelity of implementation will increase with the provision of specific support based on the data	12/01/2014	ILT Meeting notes, learning walk data, Next steps will be based on the data
5. Round 1 data analysis continued: showed three areas of weakness: Management, stamina and having material at independent reading time.	Practice profile,		12/15/2015	PLCs will give support in three areas of weakness. Will revisit first 60 days document
6. Support through PLCs	Practice profile, first 60 days document, Google Drive	Management, stamina and having material at independent reading time will reach 80% proficient		
7. Round 2 Learning Walks	Practice profile,	Management, stamina and having material at independent reading time will reach 80% proficient	Data presented 2/27/2015	Round 2 showed improvement but same areas of weakness persisted
8. Provide PD for all teachers	BLT	Management, stamina and having material at independent reading time will reach 80% proficient	2/27/2015	Review of present state of implementation and introduction to conferencing
9. Conferencing implemented through PLCs	PLC Leads	Conferencing will be developing for 80% of teachers	Beginning 3/4/2015	PLC leads will use practice profile to spell out what conferencing should like like in that area.
10. Round 3: Begin observing "Conferencing" part of original practice profile.	Practice Profile	Conferencing will be developing for 80% of teachers	March, 2015	BLT will begin Round 3 learning walks
11. End of the year student achievement data related to the Balanced Literacy implementation.	ILT	The preliminary student achievement data from the reading MCA shows that we had a positive average Z score. In reading we saw a dramatic increase in our Z score: Reading Average Z Score 2015: + .1303 (in 2014 it was: -.1814) In addition to this we grew in	May 2015	Preliminary 2015 Reading MCA data.

		proficiency in both subjects as follows: In reading we grew from 34.1% in 2014 to 41.8% (preliminary) in 2015. This meets our goal and is a growth of 15.8% over the last two school years.		
12. Next Steps: Plan and provide additional PD on conferencing. Beginning of the year overview of Balanced Literacy and what has been implemented so far.	Balanced Literacy Team	All relevant teachers will receive PD	Summer 2015 And Fall 2015	PD Delivered 8/28/2015
13. Teachers will continue to implement Independent Reading with fidelity	Classroom teachers, PLCs, BLT	80% of teachers will proficiently implement Independent Reading based on Learning Walk data	September 2015	Learning walk data on Independent Reading is very strong. At least 80% of teachers are proficiently implementing these key components: (Students prepared with reading materials, appropriate reading location, students self-manage during work time, accessible classroom library, flexibility in seating, classroom is a word rich environment, students reading at their independent level). All other components have at least 50% proficient implementation (All students reading with a purpose, maintain grade level stamina, evidence of reading a variety of genres, appropriate noise level for entire work period). Next Step: continue with implementation, support through PLCs.

14. Teachers will implement conferencing	Classroom teachers, PLCs, BLT	80% of teachers will proficiently implement individual conferencing based on implementation data	October 2015	Teachers are implementing conferencing with fidelity. 87.5% are proficient in the two observed components based on learning walks (Teacher has an up-to-date record keeping system for all students and the conferences includes all three components: Student discusses the book, teacher listens to the student read and sets a purposeful goal). Next steps: continue to develop the practice profile for whole group instruction for PD in early 2016.
15. Develop a practice profile for whole group instruction.	BLT		January 2016	
16. Plan and deliver PD for whole group instruction.	BLT		January-February 2016	

READING RTI/MTSS (PRESS)

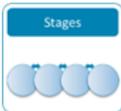**SCHOOL**: Excell Academy　　　　　**PLAN CONTACT:** Thomas Anderson　　　　　**SUBMISSION DATE**: September 1st, 2015

1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one**. ☐ Math　　　☐ Reading　　　☐ Graduation (if applicable)

3. **SMART Goal**: The percentage of ALL students enrolled October 1 in grades 3-8 at Excell Academy who are proficient on all reading state accountability tests will increase from 41.8% to 46.8% in 2016.

4a. EXPLORATION
This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).

Stages

PLAN

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Reading MCA data was analyzed to determine successes and challenges	Mr. Anderson and Mr. Balvin, ILT	Our lowest students, those scoring "Does Not Meet the Standards" on the	10/02/14	Explore options for targeted interventions for below grade level students.

		Reading MCA were far more likely to have a negative Z score representing below average growth.		
2. Analysis of Reading FAST data (Fall 2014) to gauge what percentage of our classrooms have over 50% of students at risk (K-5)	Mr. Anderson, Reading Intervention Team	10 out of 14 classrooms have over 50% of students at some level of risk in reading.	11/01/2014	
3. Meet with Michelle Wang and Shana Bregenzer-Brenny to determine potential scope of intervention program	Reading Intervention Team: Mr. Balvin,. Mr. Anderson, Mrs. Williams, Mrs. Norton and Mrs. Young		11/05/2014	Next step is to engage the PRESS team for more information and to see if our school is a fit
3. Conference Call with PRESS at the Minnesota Center for Reading Research (University of Minnesota)	Mr. Balvin, Mr. Anderson, Mrs. Williams, Mrs. Norton and Mrs. Young	We found that the PRESS is a good framework for a school like ours where 10 out of 14 K-5 classrooms have over 50% of students needing some level of intervention.	11/12/2014	After a good discussion of our school's situation, we decided to attend the December 12th PD on classroom wide interventions and will consider further implementation the rest of the PRESS framework moving forward.
4. Attend PD through PRESS regarding classroom wide interventions	Reading Intervention Team and select teachers, the PRESS Intervention manual will be provided to all attendees.	Enter what you learned from the data reviewed here	12/12/2014	Determine what will be rolled out school wide in January. What will the scope of our targeted interventions be?
5.	Enter team lead/ resources here	Enter what you learned from the data reviewed here	Enter date here	Enter next steps here

4b. SELECTING A USABLE INTERVENTION
Identify the usable interventions (strategies or practices) the team has selected for monitoring.

If applicable, identify the instructional framework that includes the usable intervention: RTI/MTSS (Press Framework)

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Screening and diagnostic testing for providing targeted interventions in three tiers. Providing targeted interventions, perhaps (depending on the full results of exploration) implementing the PRESS interventions.	☐
2. Tier 1: Classroom wide interventions	☐
3. Tier 2 Interventions	☐
4. Tier 3 Interventions	☐

Usable Interventions

5a. USABLE INTERVENTION SELECTED FOR MONITORING: Classroom Wide Interventions (Tier 1)

5b. Instructional Change Manager: **5c**. ☐ **Math** X **Reading** ☐ **Graduation (check one)**

6a. INSTALLATION

These activities provide structural supports necessary to implement the intervention successfully.

ACTION STEPS	TEAM LEAD / RESOURCES	EFFORT EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
What activities will provide structural supports necessary to implement interventions successfully?		What is the expected result of this adult activity?		Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.
1. Initial pilot group #1: Bergstrom, Lewis, Merrigan, James	Norton, Anderson, Young, Lewis, Bergstrom	Piloting teachers will implement the classroom wide intervention with fidelity	1/26/15	After pilot group #1 finishes, data is taken for all groups to determine effectiveness

	Leveled readers PRESS Intervention manual			
2. Analyze data from pilot group #1	Norton, Anderson, Young FAST progress monitoring tools	Data will show if the classroom wide intervention was successful	1/27/2015	Data showed positive results. Class medians increasing
3. Provide PD on PRESS framework and three interventions	Norton, Anderson, PRESS materials and .ppt		1/30/2015	

6b. INITIAL IMPLEMENTATION

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

ACTION STEPS What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.	TEAM LEAD / RESOURCES	FIDELITY EXPECTATION What is the expected or desired fidelity outcome for this adult activity	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.
1. Piloting group #2 will begin	Norton, Anderson Leveled readers PRESS Intervention manual	Piloting teachers will implement the classroom wide intervention with fidelity	Week of 2/9/2015	Fidelity checks will ensure high percentages of teachers are implementing with fidelity. Adjustments are made
2. Data from group #2 analyzed and presented at PD	Norton, Anderson Leveled readers PRESS Intervention manual	Data will show if the classroom wide intervention was successful	2/27/2015	Data showed positive results across the board. Class medians increasing
3. Piloting group #3 will begin	Norton, Anderson Leveled readers PRESS Intervention	Piloting teachers will implement the classroom wide intervention with fidelity	3/2/2015	Fidelity checks will ensure high percentages of teachers are implementing with fidelity. Adjustments are made

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	manual			
4. Analysis of group #3 classroom wide intervention data.	Norton, Anderson, Young	All classrooms showed an increase of the class median and showed many students moving from high risk to some risk and from some risk to low risk.		Progress monitoring data from classrooms. Specific measure (NWF, fluency, etc.) Varies depending on grade level.
5. Present group #3 data to all staff.	Norton, Anderson, Young		April, 24th, 2015	Powerpoint Presentation
6. Student achievement data	ILT	Class medians grew in almost all classrooms and the ILT believes that the interventions contributed to the overall success of our students in reading. It may be only a minor contributing factor given that it was only implemented in a limited way. That said, it had positive results wherever used. Preliminary 2015 Reading MCA results: Reading Average Z Score 2015: + .145 (in 2014 it was: -.1814) In reading we grew from 34.1% in 2014 to 40.8% (preliminary) in 2015. This meets our goal and is a growth of 12.8% over the last two school years.		Progress monitoring data and preliminary MCA results.
Next Steps: Plan and provide PD on	ILT, PRESS	95% of all relevant staff will attend	Septemb	Training was successfully

the PRESS framework for fall 2015 for all staff. This training is planned and on the schedule.	Team	PRESS training and gain an understanding of the framework as a whole as well as many of the specific key interventions that make up the program.	er 1st, 2015.	delivered to all relevant staff on 9/1/2015
Next Steps: Apply for ADSIS through MDE for additional support in full implementation of the PRESS framework, including 1 staff member	Kate Christopherson, Norton, Anderson, Mrs. Williams, Mr. Balvin	Application was submitted on time.	April 16th, 2015	Application was accepted
Hire staff through ADSIS from MDE to deliver PRESS Interventions	HR, Mrs. Ashley Kock	ADSIS staff will deliver interventions with fidelity.	Hired August 2015	
FAST aReading and Screening assessments will be administered to all students K-5	Title I teachers, ADSIS Personnel, Mr. Anderson	All students will be screened, class medians relative to benchmarks will be determined	End of September, 2015	Tests administered
Classroom Wide Interventions Delivered by Classroom teachers with over half of students	Classroom teachers	80% of teachers will score proficient on fidelity check of interventions	October 16th, 2015	Teachers performed classroom wide interventions with fidelity. Individual teacher feedback was given for extra support where needed.
Those students needing Tier II Interventions will be identified, grouped and targeted interventions provided by Title I, ADSIS, Reading Corps Staff and some classroom teachers	Title I, ADSIS, RC, Classroom teachers where applicable.	All identified students will receive targeted interventions delivered by 80% of teachers with fidelity.	October 16th, 2015	
Tier II Groups/Progress monitoring	Title I, ADSIS,	Title I, ADSIS and classroom teachers	Ongoing	Progress monitoring by Title I,

	RC, Classroom teachers where applicable.	will monitor student progress in interventions and will meet regularly to made data driven grouping/intervention decisions based on diagnostic data		ADSIS is occurring through the Fastbridge system.
FAST aReading and Screening assessments will be administered to all students K-5	Title I teachers, ADSIS Personnel, Mr. Anderson	All students will be screened, class medians relative to benchmarks will be determined	Winter screening begins January 11th, 2016	
Classroom Wide Interventions Delivered by Classroom teachers with over half of students	Classroom teachers	80% of teachers will score proficient on fidelity check of interventions	End of January, 2016	
Those students needing Tier II Interventions will be identified, grouped and targeted interventions provided by Title I, ADSIS, Reading Corps Staff and some classroom teachers	Title I, ADSIS, RC, Classroom teachers where applicable.	All identified students will receive targeted interventions delivered by 80% of teachers with fidelity.	After Winter screening is complete. January 2016	

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III. Schoolwide Program (SWP) Plan Required Components (SWP schools complete)

- Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components.
- Comprehensive Needs Assessment (Component 1) action steps are included in 4a. EXPLORATION. Required narrative is below.
- Reform Strategy (Component 2) action steps and responses b and e are included in 4b through 6c. Other required narrative is below.

Assurances (check boxes for items 1-6)

X 1. Our schoolwide plan was developed during a one-year period and was developed with the involvement of parents and other members of the

community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

a) Comprehensive Need Assessment

We conducted a comprehensive needs assessment of the entire school identifying specific areas of academic needs, resulting in a plan that reflects the use of data driven decision making, establishing challenging goals, as well as identified areas of instructional strengths and weaknesses.

b) Reform Strategies

We have provided the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels, including strengthening core academic program, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

c) Highly Qualified Teachers

We provide instruction by highly qualified teachers.

d) High-quality and Ongoing Professional Development

We provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and others as appropriate.

e) Strategies to Attract High-Quality Highly Qualified Teachers

We implement strategies to attract high-quality highly qualified teachers to high-need schools.

f) Parental Involvement

We have strategies in place to increase parental involvement to improve student academic achievement.

g) Transition

We assist the transition of preschool children from early childhood programs to the local elementary schools.

h) Teacher Involvement in Use of Academic Assessment

Teachers are included in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

i) Timely and Effective Assistance

We identify students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and ensure they receive effective and timely assistance.

j) Coordination

We coordinate and integrate the use of federal, state and local resources, services and programs.

X 2. Our plan was developed in consultation with the district and its leadership implementation team or other technical assistance provider.

X 3. All paraprofessionals meet the definition of highly qualified as outlined under NCLB.

X 4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.

X 5. We will conduct an annual review of the schoolwide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.

X 6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.

Narrative

1.   Describe the school's Comprehensive Needs Assessment process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

The complete data picture shows that over the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, has resulted in increased student achievement. Additionally, though the gains in proficiency did not meet SMART goal targets in math for 2015, we fully expect that the growth as evidenced in Z score and MAP growth data will lead to increased proficiency especially if the formative assessment framework is fully implemented.

For reading, the data shows that over the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, the implementation of elements of the Balanced Literacy Framework has resulted in increased student achievement in reading. Meeting our SMART goal for reading, an overall positive z score in reading and MAP growth data shows that we are beginning to give all students what they need. Continuing to implement more usable interventions from these frameworks and adding the PRESS Framework's systematic assessment and intervention.

See table below for detailed needs assessment steps.

2.   Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

For both math and reading, we will continue to move from the initial implementation to full implementation with the formative assessment (Learning Objectives, Success Criteria and Feedback) strategy. We achieved significant gains in proficiency and growth in both subjects over the last two years (based on MCA and NWEA MAP

data) and believe that this was in large part due to fully implementing the Learning Objectives component of this strategy. Research shows that when effective feedback based on success criteria aligned to the objectives is provided, achievement gains are even more significant.

We will continue to implement the Balanced Literacy framework which contributed to our significant gains in reading growth and proficiency. In addition to this we will support the literacy framework with systematic evaluation and targeted intervention as defined by the PRESS framework from the Minnesota Center for Reading Research (University of Minnesota).

Disaggregated data is used to identify groups of students and determine if they are making progress on an annual basis in our comprehensive needs assessment. In addition to this, EL and SPED student data on common assessments is disaggregated in our shared data system. Our WIN time system is designed around the needs of our EL and SPED students so that all data collected by Title I and SPED teachers is focused on these groups and their specific needs.

The Academic Language Development and Standards Matrix Development Team has developed matrices based on the ELA standards in order to provide teachers resources for meeting the needs of their EL students in core instruction, providing the supports they need to access the standards.

Using Khan Academy and Study Island computer programs we will provide technology based interventions to supplement quality core instruction. A Title I Paraprofessional will help to deliver these technology based interventions.

3.   Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

Excell Academy coordinates sources of funding (Title I, Special Ed, general funds) and works to provide opportunities for achievement for all students.

4. What process was employed to engage parents, teachers, and community representatives in helping this school become a schoolwide program? How will you continue to inform all relevant stakeholders and engage them in the improvement process?

Feedback loops are keenly important at Excell Academy. The Communications Task Group of the ILT has developed a communication plan for communicating and establishing feedback loops with stakeholders (staff, parents, students and the board of directors). The integrated nature of the ILT provides for ongoing feedback from teaching staff to the ILT. The communication plan also establishes expectations for ILT communication to stakeholders (calendar, data reports, student handbook, etc.) and provides for ways that stakeholders are to provide feedback to the ILT (Parent Empowerment Gatherings, written reports, ILT meetings, etc.).

5. How will you evaluate your Title I schoolwide program?

The ILT is in a continuous improvement cycle that on an ongoing basis analyzes implementation and performance data. The Instructional Leadership Team (ILT) and the PLCs analyze common assessment data, FAST, MCA and ACCESS data as a part of the comprehensive needs assessment as well as on an ongoing basis for the evaluation of the strategies being implemented. Individual student data is analyzed on a weekly basis in common assessment data meetings with administration and teachers.

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

Excell Academy will provide individual student academic assessment results as well as the explanation of those results in a langauge that parents can understand. These parents are identified through the home language surveys completed for EL students at the time of enrollment.

7. Provide a list of technical assistance providers who have contributed to the development of the SWP plan. Include meeting dates and topics.

Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming
Enter provider name here	Enter date here	Enter type of assistance here	Enter provider's experience here
Enter provider name here	Enter date here	Enter type of assistance here	Enter provider's experience here

Comprehensive Needs Assessment (Component 1)

1. Math Action Steps

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Review prior year SMART Goal	ILT	Excell Academy did not achieve its math goal of 48.5% but did grow 3.8% to achieve a proficiency of 45.8% with an overall positive Z score in math of +.1312	August 5th, 2015 (ILT Retreat)	Excell Academy's math proficiency goal for 2015 is 50.8% proficient in 2016 (Oct. 1st, all accountability assessments).
2. Review Implementation of Usable Intervention(s)	ILT	Implementation of the formative assessment framework (based on McRel's Classroom Instruction that Works and Dylan Wiliam's work on formative assessment) is progressing in stages. Learning Objectives and Success Criteria are in full implementation. Feedback, specifically getting evidence for feedback and then giving effective feedback are the next steps.	August 5th, 2015 (ILT Retreat)	Getting evidence for feedback and then giving effective feedback are the next steps in implementing formative assessment. Learning Objectives and Success Criteria will be monitored to maintain implementation. Both have become engrained in school culture with almost 100% of teachers meeting proficiency on learning walks.
4. Review Proficiency and Achievement Level Data	ILT	We saw growth in proficiency in both subjects (as well as positive Z scores in both	August 5th, 2015 (ILT	Review proficiency and achievement level disaggregated by student group

ACTION STEPS	TEAM LEAD/	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	RESOURCES Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
		subjects). We grew 3.8% in math. 45.8% of our students now Meet or Exceed the standards in math. Additionally we reduced the number of students in the Does Not Meet category to 30.5%.	Retreat)	
5. Review proficiency and achievement level data by student group	ILT	Excell has two main student groups to consider, our EL students and Special Education Students. Both student groups had positive average Z score in each subject and grew at higher rates than non-EL and non-SPED students in the state respectively. Our EL students saw significant growth in math proficiency growing from 29.3% to 43.5%. Our Special Education students fell slightly to 17.9% proficient in math, despite having an overall positive Z score.	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level data by grade level
6. Review proficiency and achievement level data by grade level	ILT	While we had schoolwide growth in proficiency in math and a positive Z score, some grade level weaknesses were evident and were linked to a need for additional support as well as low implementation of usable interventions. Additional support has been provided in the form extensive lead teacher support for 2015-2016.	August 5th, 2015 (ILT Retreat)	Review maintenance of proficiency and maintenance of achievement level data
8. Review Preliminary Growth Data	ILT	We had a positive Z scores in both subjects. In Math our overall Z score was +0.1312.	August 5th, 2015 (ILT	Review perception data collected from staff, students, parents, or other stakeholders

ACTION STEPS	TEAM LEAD/	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	RESOURCES Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
		This shows that overall our students are growing at above average rates even if this growth hasn't translated into the amount of growth in proficiency that we hoped for. We believe this year's growth will underpin future proficiency gains.	Retreat)	Investigate links between achievement and perception data
9. Review perception data collected from staff, students, parents, or other stakeholders	ILT	Over the last two school years we have collected Collective Efficacy data using Wayne K. Hoy's 6 point scale. As a school we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in math from 29.5% proficient in 2013 to 45.8% proficient in 2015. Teachers have improved instructional practiced, collaborated and challenged each other all the while believing that all students can and will learn.	August 5th, 2015 (ILT Retreat)	Review additional data as determined by the Leadership Implementation Team Clear links between high collective efficacy, collaboration, faithful implementation and student achievement are evident.
10. Review additional data sources (Leadership implementation data, fidelity of Implementation, behavior,	Enter team lead/ resources here	There are several key connections in the data. 77.2% of students made their projected growth on the NWEA MAP assessment.	August 5th, 2015 (ILT Retreat)	

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
MAP data, etc.)		Our overall positive Z score in math shows high levels of growth in math schoolwide (+0.1312). This shows that our modest growth in proficiency (up 3.8% from 2014) is underpinned by growth of lower students that we expect to translate into proficiency in the future. This combined with the impressive two year math growth in proficiency (from 29.5% proficient in 2013 to 45.8% proficient in 2015), shows that the strategies we are implementing with fidelity are positively impacting student achievement. Learning walk data on Learning Objectives showed high levels of proficient implementation in math. This, combined with the strong collective efficacy data, shows that our teachers are faithfully implementing strategies that they believe will work to improve student achievement (and they are in fact working).		
11. Root cause based on	Enter team	The complete data picture shows that over	August 5th,	We will continue to implement formative

ACTION STEPS	TEAM LEAD/	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	RESOURCES Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
hypotheses and prioritized concerns	lead/ resources here	the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, has resulted in increased student achievement. Additionally, though the gains in proficiency did not meet SMART goal targets for 2015, we fully expect that the growth as evidenced in Z score and MAP growth data will lead to increased proficiency especially if the formative assessment framework is fully implemented.	2015 (ILT Retreat)	assessment and in 2015-2016 will focus on the need for getting high quality evidence ("Getting Evidence") and giving effective feedback ("Giving Feedback"). The research shows that Learning Objectives alone lead to student achievement but the effect size dramatically increases when effective feedback is given. This is backed up by our data and leads us to confirm that continuing to implement research based formative assessment strategies will lead to even more positive growth and growth in proficiency in math.

2. Reading Action Steps

ACTION STEPS	TEAM LEAD/	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	RESOURCES Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?

ACTION STEPS What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	TEAM LEAD/ RESOURCES Who will lead this action step? What resources are needed?	DATA What did you learn from the data you reviewed?	BY DATE	NEXT STEPS What will you do next to advance the exploration process?
1. Review prior year SMART Goal	Enter team lead/ resources here	In 2015 we grew from 34.1% proficient (2014) to 41.8% proficient, growing 6.7% in proficiency. We did meet out SMART goal in reading for the 2015 school year.	August 5th, 2015 (ILT Retreat)	Our SMART goal for the 2015-2016 school is to achieve a proficiency of 46.8% on all accountability assessments (enrolled Oct. 1).
2. Review Implementation of Usable Intervention(s)	Enter team lead/ resources here	Formative Assessment: high implementation of Los and Success Criteria. Balanced Literacy: Independent reading is in full implementation. The conferencing aspect is in initial implementation. Guided reading Press Framework: After exploring classroom wide interventions and piloting them in classrooms we are moving back in to installation phase in order to implement the framework's systematic approach to intervention.	August 5th, 2015 (ILT Retreat)	We will continue to roll out usable interventions in the formative assessment, Balanced Literacy and Press Frameworks. FA: Next usable interventions are "getting evidence" and "giving feedback". Practice profile is written for "getting evidence" BL: The conferencing aspect is in initial implementation. Guided reading is the next usable intervention. PRESS: Installation and initial implementation of PRESS interventions. Review proficiency and achievement level data at the school level
4. Review Proficiency and Achievement Level Data	Enter team lead/ resources here	Our reading proficiency grew 6.7% from 34.1% to 41.8%. In addition to this growth we reduced the percentage of students in the Does Not Meet category from 44.9% to 34.5%. We increased the percentage of students partially proficient from 21% to	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level disaggregated by student group

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
		23.7%.		
5. Review proficiency and achievement level data by student group	Enter team lead/ resources here	EL Reading: ELs had a positive z score in reading which translated into significant proficiency growth going from 20.7% to 33.3% in 2015. Special Education Reading: We fell (34.8% to 17.9%) in Special Education reading proficiency this year, partly due to the elimination of the modified assessment.	August 5th, 2015 (ILT Retreat)	Review proficiency and achievement level data by grade level
6. Review proficiency and achievement level data by grade level	Enter team lead/ resources here	some grade level weaknesses were evident and were linked to a need for additional support as well as low implementation of usable interventions. Additional support has been provided in the form extensive lead teacher support for 2015-2016.	August 5th, 2015 (ILT Retreat)	Review preliminary growth data
8. Review Preliminary Growth Data	Enter team lead/ resources here	The 2014 MCA revealed that our lowest readers were not growing enough and we had an overall negative Z score in math, even while growing in proficiency. The 2015 Reading MCA showed a very strong reversal of that trend and we continued to grow in proficiency (another 6.7%) while having an overall positive z score (+0.1303) and reducing the students in the Does Not Meets category from 44.9% to 34.5%.	August 5th, 2015 (ILT Retreat)	Review perception data collected from staff, students, parents, or other stakeholders Investigate links between achievement and perception data

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
9. Review perception data collected from staff, students, parents, or other stakeholders	Enter team lead/ resources here	Over the last two school years we have collected Collective Efficacy data using Wayne K. Hoy's 6 point scale. As a school we have grown in this area and have a CE scale score of 3.8. Very high percentages of our staff believe that their fellow teachers believe all students can and will learn and that they will do what it takes to see student achievement. This has been an important aspect of the improvement we have seen over the last two years in reading from 26.0% proficient in 2013 to 41.8% proficient in 2015. Teachers have improved instructional practiced, collaborated and challenged each other all the while believing that all students can and will learn.	August 5th, 2015 (ILT Retreat)	Review additional data as determined by the Leadership Implementation Team

Identify links and disconnects between data sets |
| 10. Review additional data sources (Leadership implementation data, fidelity of Implementation, behavior, MAP data, etc.) | Enter team lead/ resources here | We believe that high collective efficacy and high percentages of teachers proficiently implementing usable interventions is linked directly to increased student achievement in reading at Excell. An overall positive Z score in reading (+0.1303) as well as high percentages of students making their MAP growth targets (73.8%) show that growth occurred school wide even thought there were some grade level concerns. | August 5th, 2015 (ILT Retreat) | Prioritize concerns

Identify hypotheses to investigate through Root Cause Analysis |

ACTION STEPS	TEAM LEAD/	DATA	BY DATE	NEXT STEPS
What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?	RESOURCES Who will lead this action step? What resources are needed?	What did you learn from the data you reviewed?		What will you do next to advance the exploration process?
11. Root cause based on hypotheses and prioritized concerns	Enter team lead/ resources here	The complete data picture shows that over the last two years, implementing formative assessment strategies that are standards based and focused on making learning objectives and success criteria clear, the implementation of elements of the Balanced Literacy Framework has resulted in increased student achievement in reading. Meeting our SMART goal for reading, an overall positive z score in reading and MAP growth data shows that we are beginning to give all students what they need. Continuing to implement more usable interventions from these frameworks and adding the PRESS Framework's systematic assessment and intervention.	August 5th, 2015 (ILT Retreat)	We will continue to implement more usable interventions in the formative assessment and Balanced Literary frameworks. Additionally, we will move further towards initial implementation of the PRESS Framework.