Accelerating Learning through Scaffolded Supports in SY 2021-22

# Building Information

Local Education Agency (LEA) Name:

School Building Name:

4-Digit School Building Code:

School Street Address:

# Set the Direction

## Planning Committee

| Name | Position/Role | Building/Group/Organization |
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Outline efforts your system took to ensure that the committee is comprised of a diverse group of stakeholders (roles, race and ethnicity, culture, special education eligibility, socio-economic status, home language, grade span).

## Establish Purpose

Your system plan should be designed to continuously improve access, quality, and outcomes for all students. Accelerating student learning requires that the system’s plan commits to:

1. Prioritize the social-emotional wellbeing of students and educators as a foundation for learning.
2. Meet the needs of all students, starting with those most vulnerable.
3. Provide all students grade-level learning, regardless of their starting points.
4. Implement high-quality instruction to ensure all students have a coherent academic experience.
5. Use assessments that are sensitive to subject and grade and provide teachers with information to help students access priority grade-level work.
6. Organize teacher and principal professional learning, time, and resources to meet students’ needs.

# Assess Needs

What data did the team analyze as part of the needs assessment? How were inequities in student outcomes examined and brought forward in planning?

## Based on your data analysis, what are your data-supported strengths:

| Strengths | Supporting Evidence from Needs Assessment |
| --- | --- |
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## Based on your data analysis, what challenges were elevated:

| Challenges | Supporting Evidence from Needs Assessment |
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# Establish Goals

For goals to be effective in driving an organization’s performance, they need to be:

* **STRATEGIC** - reflects an important dimension of what your organization seeks to accomplish (programmatic or capacity-building priorities);
* **MEASURABLE** - includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities);
* **AMBITIOUS** - challenging enough that achievement would mean significant progress; a “stretch” for the organization;
* **REALISTIC** - not so challenging as to indicate lack of thought about resources or execution; possible to track and worth the time and energy to do so;
* **TIME-BOUND** - includes a clear deadline;
* **INCLUSIVE** - brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power; and
* **EQUITABLE** - includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.

## Goals & Interim Targes for SY 2021-22

**Goal 1:**

**Interim Targets:**

| Trimester 1 | Trimester 2 | Trimester 3 |
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**Strategy:**

**Goal 2:**

**Interim Targets:**

| Trimester 1 | Trimester 2 | Trimester 3 |
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**Strategy:**

**Goal 3:**

**Interim Targets:**

| Trimester 1 | Trimester 2 | Trimester 3 |
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**Strategy:**

**Goal 4:**

**Interim Targets:**

| Trimester 1 | Trimester 2 | Trimester 3 |
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**Strategy:**

**Goal 5:**

**Interim Targets:**

| Trimester 1 | Trimester 2 | Trimester 3 |
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**Strategy:**

# Create a Plan

| Evidence-based Strategy Name | Measurable Goal(s) |
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## Action Plan

An Action Plan template is provided to develop action steps to implement each strategy. Each Action Plan must address these critical components:

* Action Steps – List what is to be accomplished in each step.
* Material/Resources/Supports Needed
* Person/Position Responsible
* Implementation Timeline
* Anticipated Outputs – what do we want to accomplish within each Action Step?
* Monitoring/Evaluation Plan
* If a professional development action step or component of this goal, complete Professional Development Plan information template.

## Professional Learning Opportunities

The following information is to be completed for professional development components for each of the Priority Goals**:**

* Goal Statement – General Description of Presentation
* Audience,
* Topics to be Included
* Evidence of Learning
* Anticipated Timeframe
* Lead Person/Position

Action Plans

# Strategy 1:

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to implement the strategy.

| Action Steps | Materials/Resources/Supports Needed | Person(s)/Position Responsible | Implementation Timeline |
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Anticipated Outputs/ Implementation Milestones:

Monitoring/Evaluation Plan:

# Professional Learning

## Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

**Professional Learning Goal 2:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

# Strategy 2:

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to implement the strategy.

| Action Steps | Materials/Resources/Supports Needed | Person(s)/Position Responsible | Implementation Timeline |
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Anticipated Outputs/ Implementation Milestones:

Monitoring/Evaluation Plan:

# Professional Learning

## Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

**Professional Learning Goal 2:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

# Strategy 3:

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to implement the strategy.

| Action Steps | Materials/Resources/Supports Needed | Person(s)/Position Responsible | Implementation Timeline |
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Anticipated Outputs/ Implementation Milestones:

Monitoring/Evaluation Plan:

# Professional Learning

## Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

**Professional Learning Goal 2:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

# Strategy 4:

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to implement the strategy.

| Action Steps | Materials/Resources/Supports Needed | Person(s)/Position Responsible | Implementation Timeline |
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Anticipated Outputs/ Implementation Milestones:

Monitoring/Evaluation Plan:

# Professional Learning

## Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

**Professional Learning Goal 2:**

Audience:

Topics to be Included:

Evidence of Learning:

Anticipated Timeframe: Enter Start Date: Anticipated Completion Date:

Lead Person/Position:

Communication Plan

The success of a plan is how you communicate it to your staff, students, family and broader community. Develop steps to communicate components of your plan to your various levels of stakeholders.

# Communication Steps and Timelines

| Communication Strategies | Audience | Purpose of Message | Anticipated Timeline |
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