m1 **DEPARTMENT OF EDUCATION**   Regional Centers of **EXCELLENCE**   **Paladin** CAREER & TECHNICAL HIGH SCHOOL

School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, "How are we going to get to where we want to be?" It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as "strategies" in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

a) Improve student outcomes.
b) Be informed by all indicators in the accountability system, including student performance in Minnesota's long-term goals.
c) Based on a school level comprehensive needs assessment.
d) Include at least one strategy or evidence-based intervention that:

- Is aligned to the accountability indicator(s) for which the school was identified
- Is supported by the strongest level of evidence available
- Is appropriate to the needs of the schools in the student populations
- May be selected from a state provided list

e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.

f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.

g) Be resourced appropriately.

h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.

i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).

j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.

k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive* Support and Improvement are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to schoolsupport@state.mn.us] **no later than March 1, 2019.** Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.

- **Schools identified for *Targeted* Support and Improvement (TSI) are not required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversite role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"

- "Hexagon Tool"
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

- Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
- Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
- Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
- Creating the SI Plan: 4-8 hours.
- It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

- Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

- Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
- Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

- Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
- The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.

  o In the "Plan for Strategy" sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the curser on the right side of the bottom row and click the "return" or "enter" button on your keyboard.

- The plan must include the activities for implementing and monitoring fidelity of the strategy.
- The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

- Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the "Plan for Strategy" section.
- Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

- Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:

  o There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
  o Due to other factors within the system, a one year goal is in the best interests of the system.

- Delegating strategy research to multiple people can save time on the research step of the process.
- A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

- Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.
- NIRN - The National Implementation Research Network. (n.d.). Retrieved from http://nirn.fpg.unc.edu/

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the INSTALLATION stage. Using what is learned through the EXPLORATION stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number: Paladin Career & Technical High School, ISD#4104-07	Supt/Director Phone: Brandon 763-786-4799 ext. 544
Superintendent/Director: Brandon Wait	Supt/Director Email: brandon.wait@paladincareertech.com
District Address: 308 Northtown Drive, Blaine MN 55434	District/Charter Fax: 763-786-4798

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Brandon Wait	Role in District/Charter: Executive Director
Phone Number: 763-786-4799	E-mail Address: brandon.wait@paladincareertech.com

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Paladin Career & Technical High School, ISD#4104-07, Grades 9-12	Phone: 763-786-4799
School Address: 308 Northtown Drive, Blaine MN 55434	Fax: 763-786-4798
Principal: Brandon Wait	Email: brandon.wait@paladincareertech.com

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Brandon Wait	Role in District/Charter: Executive Director
Phone Number: 763-786-4799	E-mail Address: brandon.wait@paladincareertech.com

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

The purpose of this plan is embrace collaboration and all-inclusive community engagement by supporting our entire education program while bridging the gap in every child's pursuit of social, emotional, and academic growth. Stakeholder engagement activities will be conducted and communicated in a number of different ways. Paladin will host a number of family/community nights to engage families, students, staff, WBWF Advisory Committee, and other community stakeholders. Throughout the year, we provide in-house opportunities as outlined in our annual school calendar. Examples include, Conferences, Title One meetings, SEPAC, WBWF meetings, Open House/Family/Community Nights, Board Meetings, Professional Development, Lead Retreat, Off-Site Conferences/Seminars, Paladin Press - Email/Snail-Mail/Paper Copy, Commencement, Winter Break Community Meal, Volunteering, End of Year Community Breakfast, and Social Media.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	**What** is the message	**Who** is the audience	**How** will it be communicated
June 2018 Lead Team Retreat	Reviewing end of 17-18 school year academic data, enrollment data, perception data and reflecting upon schoolwide success in following Paladin's mission and continuing improvement goals.	Paladin Lead Team	Powerpoint presentation, data review, discussion
August Board Meeting	Professional development, strategic planning, review ongoing continuous School Improvement Plans. Review and discuss plan implementation and allocation of funding to support the plan.	Paladin Families, School Board, Staff, Community members, other Stakeholders	E-Newsletter, publish via school website, post to school facebook page, mail to families where email is not available

August 2018 Mailing	Explaining that Paladin is a school selected for continuous improvement and what that means. Invite families to meetings to be a part of the process.	Paladin Families, School Board, Staff, Community members, other stakeholders	E-Newsletter, published via school website, posted to school facebook page, mailed to families where email is not available
Aug Staff Dev.	Providing support personal and professional development in all areas of Academic, Social and Emotional Improvement as well as, Equity. Strategic Planning, Review Ongoing Continuous Improvement Plans, plan implementation, and allocation of funding to support the plan. School Year In-Review/Goal Setting	Paladin Staff and Open to Contractors	In-House lead discussions and use of consultants/contractors, and taking in community insights. Powerpoint presentation,, data review, both large and small group discussions.
Aug. Community Meeting	Assess progress, analyze strategies leading to continuous development of interventions.	Paladin Families, School Board, Staff, Community members, other stakeholders	E-Newsletter, publish via school website, post to school facebook page, mail to families where email is not available
September Community Meeting	Establish partnerships, Plan, Review, Develop improvement programs. Plan implementation, and allocation of funding to support the plan.	Paladin Families, School Board, Staff, Community members, other stakeholders	Surveys, E-Newsletter, publish via school website, post to school facebook page, mail to families where email is not available
Winter Community Meeting	Assess programs that provide innovative and comprehensive strategic planning with community involvement. Allocation for funding of support plan is also discussed.	Paladin Families, School Board, Staff, Community members, other stakeholders. WBWF Advisory Committee	E-Newsletter, publish via school website, post to school facebook page, mail to families where email is not available
Winter Board Retreat	Provide Board Training in all areas of Governance, Employment Law and Finance including strategic planning session and review of data.	Paladin Board, Paladin Lead Team	Email, Phone, Snail-Mail

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is to prioritize equity / increase cultural awareness.	Equity: We will pay attention to persistent inequities such as disparities in discipline, achievement, and opportunities. When planning for our school's future, equity will help steer conversations around access, participation, representation, and outcomes. We will strive to be mindful of unintended consequences for students. ● A prioritization of equity-focused professional development for all Paladin staff ● The creation and utilization of tools and systems to support all of our students ● Empowering all students to engage in weekly goal setting & reflection practices.
…to address this **Root-Cause(s)**	There is an achievement and support gap due to systemic inequities that have harmed students in prior educational institutions. A majority of students have attended two or more high schools prior to attending Paladin and are at least one year or more behind in credits and have skill deficiencies. Many of our students join us with middle-school or grade-school level math skills (45% are three or more years behind in math and reading), and it is often an unrealistic challenge to address those needs before nurturing their social and emotional growth. Paladin students, on average, have a higher ACES score than the national norm, and they score a 4 or higher at more than twice the frequency of the national norm, which is a strong predictor of future physical and mental health concerns if unaddressed.
Which will help us meet this student outcome **Goal***	Paladin's 4-, 5-, 6-, and 7-year graduation rate gaps will decrease from a standard deviation of 10% in the 2016-17 school year to a standard deviation of 5% in the 2020-2021 school year.

#2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is to improve data management / analytics.	Data Analytics: Ongoing, annual comprehensive needs assessments will be utilized to revise our strategies toward providing an equitable education for each student. The leadership team will thereby build sustainability in our goal of breaking down barriers and nurturing positive outcomes for all students. ● Increasing the utilization and dissemination of comprehensive, actionable data to all staff ● Providing insights into students' academic journeys to staff to help better inform their decision-making to meet those student's needs ● Identifying causal relationships between our educational practices and how they impact our students, thereby increasing accountability measures and expectations to ensure that we follow through on our mission with every student.
to address the **Root Cause**	Student needs are unseen and unaddressed, which perpetuates disengagement and high student mobility
Which will help us meet this student outcome **Goal***	Paladin students' rates of attendance will increase from an average of 52% in the 2016-17 school year to an average of 65% in the 2021-2022 school year.

#3	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is the implementation of social emotional learning best practices.	Implementation of Social Emotional Learning Best Practices: The Leadership Team will ensure that social / emotional evidence-based programming (CASEL and Paladin's Honor Knightly Virtues) are carried out as intended and will monitor how well these strategies are put into place so that training, coaching, and other supports can be adjusted as needed. ● Implementing a CASEL - based framework built upon Paladin's Court of Honor Knightly Virtues ● Staff and students will be taught as whole people, and will receive all the help they need to surmount personal obstacles and become successful.
to address the **Root Cause**	Due to the impact of un-addressed adverse childhood experiences, social and emotional health concerns create barriers to students' success in math, reading, attendance, and graduating.
Which will help us meet this student outcome **Goal***	Paladin students will increase their 4-, 5-, 6-, and 7-year graduation rate from an average of 36% in the 2016-17 school year to 50% in the 2020-2021 school year.

Plan for Strategy #1

Strategy #1: Equity: We will pay attention to persistent inequities such as disparities in discipline, achievement, and opportunities. When planning for our school's future, equity will help steer conversations around access, participation, representation, and outcomes. We will strive to be mindful of unintended consequences for students.

- A prioritization of equity-focused professional development for all Paladin staff
- The creation and utilization of tools and systems to support all of our students
- Empowering all students to engage in weekly goal setting & reflection practices.

Root-Cause: There is an achievement and support gap due to systemic inequities that have harmed students in prior educational institutions. A majority of students have attended two or more high schools prior to attending Paladin and are at least one year or more behind in credits and have skill deficiencies. Many of our students join us with middle-school or grade-school level math skills (45% are three or more years behind in math and reading), and it is often an unrealistic challenge to address those needs before nurturing their social and emotional growth. Paladin students, on average, have a higher ACES score than the national norm, and they score a 4 or higher at more than twice the frequency of the national norm, which is a strong predictor of future physical and mental health concerns if unaddressed.

Goal: Paladin's 4-, 5-, 6-, and 7-year graduation rate gaps will decrease from a standard deviation of 10% in the 2016-17 school year to a standard deviation of 5% in the 2020-2021 school year.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Contracting an equity consultant to conduct Courageous Conversations professional development	Brandon Wait and Vikki Johnson	Staff attendance / engagement in	Staff Development Funds.	☐												August

Description	Person	Evidence	Resources																Month
		the PD training																	
Utilizing the new Organized Record Bank (ORB) and Quad Lead Accountability systems to minimize the number of students who fall through the cracks	Adam Forsgren, Lead Admin, Quad Leads	Surveying staff about ORB system usefulness at end of year.	ORB System, Quad Lead Accountability System, Survey additions	☐															Sept.
Courageous Conversations about Race 2-Day Workshop: Courageous Conversations professional development focused on educational equity and excellence designed to support and enable authentic and sustainable change at Paladin. August 20, August 21	Dr. Cynthia Hays and Paladin Lead Team	Staff attendance / engagement in the PD training	The Courageous Conversations protocol		☐														August
Delving Deeper: Exploring Whiteness and Systems Thinking to Develop a Racial Equity Lens: Applying the CCAR Protocol and developing skill in systems thinking and use of racial equity lens to understand the mental models, beliefs and behaviors that perpetuate achievement disparities. - October 29	Dr. Cynthia Hays and Paladin Lead Team	Staff attendance / engagement in the PD training	Space to hold training.			☐													October
Critical Race Theory and Schooling Explore the intersection of race and schooling. Delving deeper into the role and presence of Whiteness within historical and contemporary contexts. Learn to use the Five Tenets of Critical Race Theory to anticipate problems and proactively intervene to achieve desired results. - February 1st	Dr. Cynthia Hays and Paladin Lead Team	Staff attendance / engagement in the PD training	Space to hold training.							☐									February
Empowering Students Through Culturally Responsive Instruction Introduction and Exploration of Culturally Responsive Pedagogy:	Dr. Cynthia Hays and	Staff attendance / engagement in	Space to hold training.											☐					April

Curriculum, Instruction and Assessment that Makes a Difference for Underserved/ Underperforming Students occupying the lowest achievement and performance levels. - April 8th	Paladin Lead Team	the PD training																		
Creating the Conditions for Successful Change: Reflection, Continuous Improvement Co-creation, Collaboration and Celebration - June 11th	Dr. Cynthia Hays and Paladin Lead Team	Staff attendance / engagement in the PD training	Space to hold training.														☐		June
Surveying staff about equity training value and effectiveness at end of year.	Adam Forsgren, Paladin Lead Team	Surveying staff about equity training usefulness at end of year.															☐		June
Analyzing Graduation Rate data - specifically regarding achievement gaps	Adam Forsgren, Paladin Lead Team	Data Analytics	MDE Published Graduation Rates															☐	July
CNA on the progress on Paladin journey of equity and diversity. Come up with ongoing staff development planning and training for the upcoming year in the areas of equity and diversity.	Paladin Lead Team	CNA	Survey results and other data															☐	July

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #1: *(To be completed at end of year, and document submitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- o The Courageous Conversation professional development has been well-received thus far based on anecdotal evidence from talking with staff.

- o Staff have provided anecdotal evidence about the usefulness of the ORB system in helping to ensure students are served equitably.

- o Staff have provided anecdotal evidence about the usefulness of the Quad Lead Accountability system in helping to ensure students are served equitably.

- How has student achievement been impacted? What is the evidence?

  - o At this time we are unable to directly correlate increases in student achievement to the actions taken as listed above. Evidence of the success of this initiative will only be available once the year is over and graduation rates have been calculated.

- How will implementation be adjusted and/or supported moving into the next year?

  - o An annual CNA will be conducted to determine the success of ongoing strategies.

Plan for Strategy #2

Strategy #2: Data Analytics: Ongoing, annual comprehensive needs assessments will be utilized to revise our strategies toward providing an equitable education for each student. The leadership team will thereby build sustainability in our goal of breaking down barriers and nurturing positive outcomes for all students.

- Increasing the utilization and dissemination of comprehensive, actionable data to all staff
- Providing insights into students' academic journeys to staff to help better inform their decision-making to meet those student's needs
- Identifying causal relationships between our educational practices and how they impact our students, thereby increasing accountability measures and expectations to ensure that we follow through on our mission with every student.

Root-Cause: Student needs are unseen and unaddressed, which perpetuates disengagement and high student mobility

Goal: Paladin students' rates of attendance will increase from an average of 52% in the 2016-17 school year to an average of 65% in the 2021-2022 school year.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Developing and utilizing the Organized Record Bank (ORB) system	Adam Forsgren, Paladin Lead Team, Paladin Staff	Surveying staff about ORB system usefulness at end of year.			☐											September
Developing and utilizing the Quad Lead Accountability System	Adam Forsgren, Paladin Lead	Surveying staff about Quad Lead			☐											September

	Team, Paladin Quad Leads	Accountability system usefulness at end of year.																				
Conducting more multi-dimensional analysis of all available data based on student populations	Adam Forsgren, Paladin Lead Team	Did we, or did we not, use data in new ways to measure student achievement																			☐	July
Analyzing student attendance rates throughout the 2018-19 school year.	Adam Forsgren, Paladin Lead Team	Data Analytics																			☐	July

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #2: *(To be completed at end of year, and document submitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

  o Many staff utilize the ORB system on a weekly basis to better understand student needs and identify students who are falling through the cracks. This has been evidenced by anecdotal accounts only as of this time.

  o Quad Leads conduct short, weekly meetings and longer monthly meetings with their teams of staff, utilizing the Quad Lead Accountability Tool to identify areas where support is needed. At this time, the fidelity data available is how much Quad Leads document their supports provided to staff in the Accountability Tool. Additionally, Quad Leads have provided anecdotal evidence regarding the usefulness and impact of the tool in tracking staff and student performance.

- How has student achievement been impacted? What is the evidence?

  o Attendance rates for students are currently at 60.5%, up slightly from a rate of 59% at this point in time last school year.

- How will implementation be adjusted and/or supported moving into the next year?
    - An annual CNA will be conducted to determine the success of ongoing strategies.

Plan for Strategy #3

Strategy #3: Implementation of Social Emotional Learning Best Practices: The Leadership Team will ensure that social / emotional evidence-based programming (CASEL and Paladin's Honor Knightly Virtues) are carried out as intended and will monitor how well these strategies are put into place so that training, coaching, and other supports can be adjusted as needed.

- Implementing a CASEL - based framework built upon Paladin's Court of Honor Knightly Virtues
- Staff and students will be taught as whole people, and will receive all the help they need to surmount personal obstacles and become successful.

Root-Cause: Due to the impact of un-addressed adverse childhood experiences, social and emotional health concerns create barriers to students' success in math, reading, attendance, and graduating.

Goal: Paladin students will increase their 4-, 5-, 6-, and 7-year graduation rate from an average of 36% in the 2016-17 school year to 50% in the 2020-2021 school year.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Explore implementation of CASEL at Paladin	Lead Team		CASEL program, money to pay for program, possible professional trainers	☐												August 2019

Develop strategies for adapting Court of Honor Knightly Virtues into Curricular SEL programming	Lead Team		Research and time																			On-going
Determine which Evidence Based Measure (Assessment) for SEL is most appropriate for our setting, and test pilot it at the end of this year.	Lead Team		Research and time. We already possible leads.								☐											Jan. 2020
Surveying students about barriers to their attendance and success at end of year.	Adam forsgren, Paladin Lead Team	Surveying students about barriers to their attendance and success at end of year.																	☐			June
Surveying students about barriers to their attendance and success at the start of the year.	Adam forsgren, Paladin Lead Team	Surveying students about barriers to their attendance and success at the start of the year.			☐																	September 2019

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #3: *(To be completed at end of year, and document submitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
    - We are in the very early stages of implementation and still in the research phase.

- How has student achievement been impacted? What is the evidence?
    - o   We are in the very early stages of implementation.
- How will implementation be adjusted and/or supported moving into the next year?
    - o   An annual CNA will be conducted to determine the success of ongoing strategies.