

IX. DO (ACTION PLAN)

Develop an action plan to implement the proposed grant program. The plan must include SMART (Specific, Measurable, Attainable, Relevant and Timely) goals that align with the student outcome priority statement(s). Applicants may have more than one SMART goal for the same student outcome priority statement.

For each SMART goal listed, include the action step(s) (i.e., activities to be implemented) to achieve the goal. Action steps may include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes and/or adult practices) or other activities to achieve the goal. Applicants may have more than one action step for each goal.

For each action step, list the planned completion date, evidence of completion (description of how the applicant will know the action is complete and often reflects the goal), and the personnel responsible for completing the action. A new row for additional action steps will automatically be created when you press the tab key in the last "personnel responsible" cell.

Action Plan—Example			
Practice Priority Statement			
<i>Example: Beginning special educators in our consortium frequently struggle in their early years. We will identify mentors and potential training with input from literacy expertise, special education expertise, and leadership for the purpose of universal and supportive instruction and teacher professional development.</i>			
Student Outcome Priority Statement			
<i>Example: Based on the state Forward English Language Arts (ELA) exam in grades 3-8 in 2018-19 through 2019-20, students with disabilities, who make up over 21% of the student population—more than the average of 14%—are underachieving in ELA persistently each year, as compared to their counterpart students without disabilities. We believe we can begin to close the gap between the English Language Arts proficiency rates of students with disabilities and students without disabilities if we provide beginning special education educators with mentors trained in the specific needs of students with disabilities.</i>			
SMART Goal to Address the Priority Statements			
<i>We will increase the number of mentors providing support to special education teachers trained to provide support specifically to teachers of students with disabilities from 0 percent of mentors to 100 percent of mentors by June 2022.</i>			
Action Step	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
<i>Develop special education training for mentors.</i>	<i>September 2021</i>	<i>Documented and approved by school board.</i>	<i>Director of Curriculum and Instruction & Director of Special Education</i>
<i>Align resources to Educator Effectiveness framework.</i>	<i>November 2021</i>	<i>Resources approved by school board.</i>	<i>Director of Curriculum and Instruction</i>
<i>Plan and carryout professional development for mentors.</i>	<i>January 2022</i>	<i>Staff feedback on the effectiveness of professional learning and learning needs, and walk-through data aligned to professional learning objectives to determine additional professional learning need.</i>	<i>Literacy Specialist</i>
<i>Hold coaching sessions with all general and special education mentors providing support to special education teachers.</i>	<i>January-May 2022</i>	<i>Topics of coaching sessions; number of coaching on each of the topics; walk-through data aligned to professional learning and coaching objectives to measure fidelity and next steps for professional learning.</i>	<i>Principal and Director of Special Education</i>

IX. DO (ACTION PLAN) (cont'd)

Action Plan

Practice Priority Statement

Student Outcome Priority Statement

SMART Goal to Address Priority Statements

Action Step (i.e., Program Activities)	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible