

Guidance for Completing School Action Plan Templates

An Overview of Action Planning

Action plans are an essential part of the school improvement plan. They specify how the school will act in order to improve learning, which is the goal of all schools, no matter how well their students are doing. Beyond this basic purpose, the action plans described in this document are based on other more specific purposes that, taken together, form a theory of change. Schools that want to try out this kind of action planning will be helped by understanding the theory of change that lies behind them.

This theory of change assumes first, and most importantly, that action plans need to begin with a clear aim for the changes in student learning and achievement that will result from the implementation of the plan. In other words, these action plans begin with agreement about what students need to learn and the whole action plan is then focused on achieving this goal. How do planning teams know what students need to learn so that they can set appropriate targets for their action plans?

The short answer is by studying the data that measures achievement of the GLEs/GSEs and other information about the learning and achievement of the students in the school and coming to conclusions on what would most benefit all the students in the school. (The longer answer is by engaging in the self-study process, for which guidance is available.) The theoretical assumption behind identifying the goal for student learning is that the entire learning community—students, teachers, school leaders, families, and district leaders—need to understand clearly the expectations of the plan in order to find the best ways to meet those expectations.

Once the planning team has identified what students need to learn (the results statement in the plan), they need to identify the activities that students would need to engage in to develop the skills and knowledge contained in the results statement (the learning behaviors identified in the plan). The theoretical assumption here is that students learn by doing and that what students do needs to be aligned with the goals for their learning stated by the action plan.

After identifying the learning behaviors that are instrumental for students moving towards the learning goal, the planners go on to identify the kinds of teaching practice that will most directly and powerfully help students develop the desired learning behaviors. As you identify the learning behaviors connect them to the

Rhode Island Beginning Teaching Standards. The theoretical assumption here is that the teaching community needs to understand the causal link between their teaching practice and the learning behaviors they are trying to enhance in all students. If teachers understand that they are looking for an explicit, causal connection between their practice and what students do to learn, they can disprove or improve that connection. Put differently, in order to help students learn better, teachers need a working theory about the connection between what they do and what affect that has on what students do. Without this working theory, the connection can never be shown to be ineffective, and, unless areas of ineffectiveness can be identified, the connection cannot be improved.

This action plan requires that the School Improvement Team (SIT) identify the ways in which action steps will be monitored. From the perspective of a theory of change, monitoring is simply the process by which the school creates the evidence that allows it to make judgments about the effectiveness of the plan. First, monitoring allows the school to know whether the learning and teaching behaviors are happening at all. But beyond that, monitoring allows the school to see whether it did a good job when it specified the teaching practices that would bring about changes in student learning behavior. And, most importantly, whether the learning behaviors it targeted are directly and powerfully related to the desired learning results or not.

Planning Backwards

As you will see as you read through this guidance, the action planning that should be used to fill in these templates is based on an approach called “backwards planning”. This adaptation of backwards planning begins with the learning process and moves backwards in to the teaching process. Since the teaching process is explicitly designed to produce identified learning, it can be called “learning for teaching”. For teaching, this backwards planning moves into what the school needs to do in order to support teachers as they put into action the changes in practice specified by the plan. So much of this support is in the form of professional development (PD) that this template has a separate section devoted entirely to describing it. However, there are other forms of support that schools can give to their teachers and students, including staffing patterns, scheduling, and programming (here “programming” refers to learning and teaching opportunities specifically designed to meet particularized needs of subpopulations of students in the school). In most situations, the backwards

planning process ends by specifying what the central office will do to support the school in its efforts to support its teachers and students.

Prerequisites for Successful Planning

The title of this subsection may be slightly misleading because it assumes successful planning includes the successful implementation of the plan as well as writing a good plan. Here, we assume the planning process includes acting on the plan to avoid the common misunderstanding that planning does not require action. In order for a school to do good job writing and carrying out its plan, we assume that it has several elements in place. These include:

1. A district central office that understands planning and how to support the school as it writes and implements its action plans;
2. A school administration that understands the process of action planning and how to coordinate all the elements of school leadership (the SIT, departments chairs, team leaders, coaches, committee chairs, etc.) so their efforts align—not compete—as they implement the plan;
3. School leadership-- the SIT, departments chairs, team leaders, coaches, committee chairs, etc.—that understands its roles and responsibilities in carrying out the different aspects of the action plans,
4. A faculty that understands the action plans, agrees to the value of implementing the plans, and is willing to learn how to implement the plans;
5. Students who understand the plans as they relate to their learning, find the plans relevant and perceive themselves as supported in ways that allow them to succeed in their efforts to learn;
6. Families who understand how the action plans are intended to impact the learning of their children, understand how they can help their children achieve the results of the action plan, and are informed about the progress of their children towards their learning goals.

This is a long list of preconditions for an action plan working well. Yet the truth seems to be that if all the central office, school, and teaching supports are not in place and aligned, students do not make systematic, continual gains in their learning. The advantage of spelling out the support required to produce learning for all students that continuously improves is that it lets people see where the support system is weak and needs strengthening. Consequently, schools that engage in action planning should be aware that they may need to identify ways to improve the support system that they need to put their plans in action. While many of these supports will be identified in the professional development section of the action plan, the school needs to be careful to list the remainder in the school and district supports section.

I. THE SCHOOL IMPROVEMENT ACTION PLAN TEMPLATE

The Elements of the School Improvement Action Plan Template

Target: An increase in a quantifiable indicator by a specified amount, e. g., a change in test scores or survey results.

In action plans intended to improve learning (reading, writing, math, etc.), targets are increases in a scale associated with the measurement of learning. The most common targets are for increases in NECAP scores, but other tests may also be used. In addition, schools can set targets that are measured by tasks, observation instruments, surveys, and other valid, reliable techniques. The problem with using multiple measures of a target comes with deciding what to do when there is disagreement across them. A single measure is the simplest to use.

Targets can be set using a number of considerations. The best way to set targets is to know how much the changes in learning, teaching, and school support will make in scores. However, there are very few cases where a school knows this with much accuracy, so targets are usually set as educated guesses of what the increases in test scores will be. For NECAP scores in the areas of math and ELA, schools need to take into consideration the requirement that all students be at or above standard by 2014.

Targets are set in areas that the school judges most important for their students. If the school has less than 100% of its students proficient in reading, writing, or math, RIDE encourages the school to set targets in these areas. In addition, schools often set targets for student learning behavior. These targets could include suspension rates, SALT Survey results, or any other quantifiable source.

Schools should set only as many targets as they have the capacity to address. Typically, four targets create a high demand on the school improvement capacity of a school.

Result Statement: A description of what students will be able to do, or do better, after this action plan has been completed.

Results statements are at the heart of the action plan. They should capture in as simple and straightforward a manner as possible what students will be able to do, or do better, at the end to the period covered by the action plan. The result statement applies to all students in the school, so they should identify a proficiency that is important enough that all students will benefit from achieving the result—some students will move to advanced levels of proficiency while

others will develop basic proficiencies in relation to the result, but all students will gain the described proficiency.

Results statements do not describe how students will achieve proficiencies; they only describe the proficiencies students will achieve. The GLEs and GSEs are good places to find descriptions of the proficiencies appropriate to results statements.

Changes in student learning behavior: What will students do to reach the identified result?

Another crucially important element in the action plan is the section that describes what students will do in order to achieve the proficiencies described in the results statement. In this section, the school describes those learning behaviors that are most important and central to achieving the targeted results. Important learning behaviors are those that are components of the learning described in the results statement. In other words, they are the skills and knowledge that students need to acquire and put together in order to be able to do what is described in the results statement. The new Rhode Island NECAP data reports provide your school with a host of student results that will help you better understand the learning needs—and strengths—of you students. When changes in learning behavior are specified, the planners need to be sure that they have included activities that develop all the major skills and knowledge included in the proficiency described in the result statement.

Changes in instruction: What will educators do to ensure students reach the intended results?

Once the planning process has identified the learning activities students need to engage in, the planners need to identify the kinds of teaching practice that will help students learn how to do those activities and support them as they use those activities more frequently in their daily learning. An excellent resource for thinking through the connection between learning and teaching is the Resource section in the *Rhode Island Statewide Curriculum Web Site*, available at www.ride.gov. As planners specify the kinds of teaching practice that will be required to help students engage more frequently and more successfully in the identified learning behaviors, they need to be sure that they include practices that address all the learning behaviors. The Rhode Island Beginning Teacher Standards is an excellent resource for identifying teaching behaviors. However, this doesn't mean that there needs to be one teaching practice listed for every student learning behavior--some teaching practices may change several learning behaviors.

Often schools are already committed to making changes in their teaching practices, as for example when they put into practice an approach like Writer's Workshop. In these cases, planners need to select the teaching practices that are most directly related to the desired changes learning behaviors and put these in this section of the plan.

The changes in teaching practices that are identified in an action plan have many further planning uses. They can be used to structure professional development planning, I Planning, mentoring, collaboration and teacher evaluation processes.

Monitoring Progress with Timelines and Adjustments: How will teachers measure progress and make adjustments to the changes in learning and teaching behaviors that we want? How often will this occur? How will teachers inform and involve the principal, parents and SIT?

Monitoring is a vital part of the planning process. In the monitoring process, the school creates information about the changes in learning and teaching that are actually happening. It does this by observing classrooms, looking at work, interviewing, looking at assessments, and so on. Then, the school uses the information it gets from monitoring to identify problems that are holding back progress or breakthrough practices that can speed up progress towards the goals of the action plan.

If plans are not monitored there is virtually no chance that they will be implemented, let alone succeed in achieving their goals. Monitoring is very difficult because it requires:

1. Clearly assigned responsibilities for who does the monitoring,
2. Clear understandings about what will be monitored and how monitoring will be done,
3. Monitoring schedules, and
4. Protocols for using the results of monitoring.

With respect to item 1, schools that have not yet done monitoring often succeed best by having the administrators pair up with a teacher to do monitoring. Once these two person teams have experience monitoring, they can divide, pair up with new people, and share their experience with the new person. Over time, this process will include everyone and create a high level of consistency. If the school is fortunate to have access to training for monitoring, it can begin the process with larger numbers of monitors.

When monitors go into classrooms, the classroom teacher needs to know what they will be doing. What, for example, will they be looking for? How will they look? How long will they be in the room? Will they talk to the teachers or to

students? These are examples of the kinds of understandings that need to exist before monitoring begins. It is a good idea to have the faculty review the monitoring protocol before monitoring begins to make sure everyone knows what it is and has a chance to ask the questions they have about it.

Monitoring needs to be scheduled and someone needs to make sure the schedule is followed. Otherwise, in the business of everyday school, monitoring gets put on the back burner. Following a schedule not only keeps this from happening, it also creates predictability for the teachers who are being monitored.

Finally, schools need to be clear about what uses the information from monitoring will—and will not—be put to. Some of the good uses of monitoring information are informing school leadership about:

- The extent to which action plans are being implemented—in other words, are all teachers trying to put the plan into action, or only some? And, if only some, who isn't? This information allows school leadership to identify problems that are preventing the action plan from even getting started.
- Who is having success putting the plans into action, so those successes can be celebrated and shared?
- Who is having difficulty putting the plans into action, so that support can be given to them?
- How well is implementation going over time and how much change there is between the times that monitoring takes place? This kind of information allows the school to evaluate the reasons why their plans succeed or not.

Monitoring is NOT intended to expose the “bad apples”, using it this way can make it very ineffective as a means to create better quality learning and teaching.

Collaboration and Support: When will teachers find time to collaborate and discuss the information they get from monitoring to improve learning and teaching?

One of the ways that teachers can use the information from monitoring is to discuss and reflect upon their teaching practice. For example, a teacher who is strong in one of the identified teaching practices can work with a teacher who wants help developing that practice. In general, teachers strengthen the impact of the action plan by discussing with each other ways to make it work. Whether they do this in pairs, teaching teams, academic departments, study groups, or in any other configuration, it is called collaboration and is the primary means for the school to create and maintain a learning community.

In a learning community, the action plan creates the long term focus of the community, information about student learning behavior and teacher practice

creates the learning focus, and protocols for collaboration help teachers work together. Protocols for collaboration are simply a series of agreements that teachers follow in order to collaborate. There are, for example, protocols for discussing work, for discussing students, and for discussing teaching practice that can be used by teachers to help them collaborate.

Resources, School and District: What school-wide and district supports and resources will be necessary to achieve the results of the action plan? (Exclude funds for professional development, which are reported on the next template.)

The school uses this section to describe the support it will give to students and teachers are they work to achieve the changes specified for learning and teaching. Resources can be money, people, time, or even flexibilities granted to make things easier to accomplish. When planners work on this section, they should consider the support that the teachers need from:

1. The school leadership (the administrators, the SIT, and other leadership organizations in the school),
2. New or improved educational programming in the school, and
3. Changes in staffing, scheduling, and other standing operating procedures.

Resources for professional development should NOT be specified in this section. Because these resources are so vital in supporting school change, they have a separate template for planning.

In addition to specifying resources dedicated to implementing the plan by the school, this section should specify the resources the district will dedicate to implementing the plan.

Evaluating Results/Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, how will we revise the plan for next year? How will we share the results of this plan with the entire school community?

The purpose of planning is to achieve goals. In school improvement planning, these goals are first and foremost changes in learning and, at the end of the year (or the time covered by the action plan) it is important to know whether the planned changes in learning took place or not. Often this can be determined by using the measures specified in the target statement of the plan.

However, schools need to know more than the final impact of their efforts on test scores. They need to know why and how their efforts worked so that they can replicate and strengthen them. In order to do this, schools need to understand how well the whole causal chain they identified in backwards planning worked.

In other words, did learning change because teaching did? And, did teaching change because school and district support did?

In order to answer these questions, the school needs to identify the sources of information it will need to be used to assess the causal chain BEFORE the action plans are implemented. The reason for this is that schools will want to be able to evaluate whether:

- The school and district gave the support specified by the plan or not;
- If the support was delivered, did it create and support the changes in teaching as intended?

- If the changes in teaching occurred, did they create and support the changes in learning as intended?

This list makes clear that the school will need information about the process of implementation—not just information about test scores—in order to do a good evaluation of the impact of the action plan on learning. Since this information is created during the implementation process, schools that look for it afterwards will not be able to find it. That is why schools need to specify beforehand what information from the implementation process they will need to evaluate their plans.

Guidance for Completing Professional Development Section of School Action Plan Templates

Professional Development Planning

Professional Development planning needs to be based on data and derived from the aforementioned School Improvement Planning Process. In order to effectively change instruction, a school must have a carefully constructed professional development plan. The following information will provide a foundation for understanding the Professional Development Plan and a clear explanation of each Action Plan column.

The National Staff Development Council defines Staff (Professional) Development as, “the term that educators use to describe the continuing education of teachers, administrators, and other school employees.” The ultimate goal is to impact student learning behaviors. Professional development provides educators with new understanding, the opportunity to apply or use the new knowledge, ample time to reflect upon the implementation of the new knowledge/skill and a way to measure the impact on student learning. Activities such as curriculum development and GLE/GSE alignment most certainly would fit in this category as part of an organized process by which educators learn, apply and assess impact of knowledge. However, sitting down to develop curriculum that align to the GLEs & GSEs individually does not provide an

experience in which an educator can learn, implement and reflect. Therefore, it would not be considered professional development. Through this Action Plan Template you will describe your Professional Development in a way that ensures alignment with the Rhode Island Quality Professional Development Standards, the legislative requirements, and the needs of your individual learning community.

Legislative requirements

There are two requirements for reporting your plans for the state Professional Development Fund. One is to meet the legislative requirement of the 25% District Set-Aside, and the other is to fulfill the site-based professional development plan for each school. Keep in mind that the law has changed for any schools that have K-3 classrooms. Those schools must spend the money only on professional development that is related to reading instruction **unless** the school is labeled High Performing and sustaining or improving. High performing schools containing K-3 classrooms may utilize Article 31 funds for any of the core academic areas. Also, beginning in FY 2006, professional development funds **shall only be spent with the prior approval of the Commissioner of**

Elementary and Secondary Education upon submission of a district level plan which incorporates the school level plans and which details the use of funds. **These plans shall, to the extent possible, detail/describe professional development activities that are embedded or do not otherwise encroach upon student instruction time.** This applies to district level and school level plans.

2005 legislation amended RIGL §16-7.1-10, which now reads as follows:

Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education upon submission of a district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.

Commissioner Approval

Changes in Instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student learning behavior and connect to the Rhode Island Beginning Teacher Standards.) Include all formal Professional Development activities/series that support the implementation of this action plan.

It is the Commissioner's expectation that the Article 31 (18) Professional Development funds **be used to implement state improvement and reform initiatives.** The legislature has recently doubled these funds in order to support the wide range of current Board of Regents' initiatives.

Job Embedded Professional Development

Fred Wood and Frank McQuarrie define job-embedded professional development as, "learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others." The job embedded

professional development process involves learning that is directly related to the work of the educator. Job-embedded professional development activities include (but are not limited to) action research groups, study groups, reflective logs, planning and/or problem solving groups, peer coaching, mentoring, analyzing student work, etc. Any practice that engages educators in collaboration about how to improve through their work is job embedded. Typically a component of the job embedded PD experience happens while providing instruction. However, there are times when an educator needs to receive direct instruction/training prior to implementing a new skill. Certainly, time to reflect is essential in the job-embedded model of professional development. Those components may require time outside of the classroom. This can occur after school, before school or during school. Then, the skill is practiced in the work setting, reflected upon, and judged based on the impact on student achievement.

II. THE SCHOOL IMPROVEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN TEMPLATE

The Elements of the School Improvement Professional Development Action Plan Template

An separate action plan must be completed for each formal professional development activity/series created to facilitate the change in instruction. To be considered a series, they must have a clear connection. A good gauge is if all the components of the series work together to address an identified need and developed goal, then it is a valid series.

Formal activity/series are those that require planning and have detailed timelines. A good question to ask is if the PD requires an individual or group to teach educators a skill that they then implement. A formal PD activity/series includes clear focused goals to ensure particular change(s) in instruction.

List all the Changes in Instruction from the Action Plan that apply:

For this activity/series, which changes of instruction listed in the prior template are addressed? In this section copy and paste all of the Changes in Instruction from the SIP Action Plan that are addressed in this formal PD activity.

Professional Development (PD) in support of Changing Instruction: For each formal Professional Development activity/series that support the implementation of this action plan, detail the PD that will support making those changes.

Include:

1. Describe the PD;
2. Who will facilitate the PD;
3. When the PD is scheduled to take place; and
4. How will the professional development implementation be monitored?

To fill in this column:

1. Describe with detail what the PD activity/series is. Include when it will happen and what will happen.
2. Include at least two qualifications for each individual providing/facilitating the PD. If the specific individual is not known the organization providing the consultants can be detailed including two qualifications they utilize when selecting PD providers OR if nothing is known yet, a description of at least two minimum requirements that will be used when selecting a provider are detailed. If the individuals providing the PD are district/school employees simply indicate that. NO qualifications are needed for district employees.
3. Include a general timeline of the PD.
4. The monitoring plan should be detailed and include at least 3 checkpoints when the specific monitoring strategies will take place and who is responsible for each.

Sustained and Job Embedded: For each formal Professional Development activity/series that support the implementation of this action plan, describe how teachers will be provided opportunities for learning a skill(s) needed to ensure the change in student learning behavior, time to implement the skill in the work setting, and time to reflect upon the implementation.

As detailed in the introduction, Professional Development must be job-embedded. Any practice that engages educators in collaboration about improving practice through a direct application to their work is job embedded. Detail how the participants will be allowed time to learn a skill to change instruction, implement the skill and collaborate and reflect upon the PD and the consequent learning as it is being implemented over time and applied to their assignment.

Resources, School and District: What school-wide and district supports and resources will be necessary to implement the PD? Indicate the source of funds for each program of PD. (e. g., Article 31, Title I, etc.).

Although resources and supports involve more than funding, be sure to include all funding needed to provide this PD activity/series and the funding source. These may include funds beyond Article 31 (18) funds. The amounts should be accurate and match the Article 31 (18) budget page.

Evaluating Results:

1. What evidence/data will the school use to draw conclusions about the impact and effectiveness of each activity/series?
2. Who will be responsible for organizing the evaluation?
3. When will the evaluation activities take place and when will they be completed?

Evaluation of professional development is essential. Professional development should be looked at in a cyclical manner. Data is gathered to determine the professional development needs and determine the goals of the professional development. Then, multiple components are used to develop the most effective PD to address set goals. The PD is monitored continually and adjusted as needed. In the end, PD must be evaluated to discern the impact on educator instruction and ultimately on student achievement. It is not simply a reiteration of the content. Evaluation needs to be focused to discern the impact on instruction. Was the information internalized? Did it affect student outcomes?

1. Evidence/data that will be examined to determine the impact should be specifically cited and be connected to the PD goals. Data/evidence should include quantitative, qualitative, and anecdotal data. Upon the culmination of this activity/series, how will this data allow you to draw conclusions?
2. List the person(s) and role(s)
3. Include a general timeline for the evaluation

The Rhode Island Quality Standards for Professional Development

(<http://www.ride.ri.gov/EducatorQuality/prodev.aspx>) should be used as a resource to help guide your professional development planning as you insure "High Quality" professional development.

SCHOOL IMPROVEMENT PLAN TEMPLATES

- III. SCHOOL IMPROVEMENT ACTION PLAN TEMPLATE
- IV. SCHOOL IMPROVEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN TEMPLATE
- V. SCHOOL IMPROVEMENT COMMITMENT FORM

SCHOOL IMPROVEMENT ACTION PLAN TEMPLATE

Target: An increase in a quantifiable indicator by a specified amount.

Result Statement: What will students know and be able to do by the end of next year?

<p>Changes in student learning behavior: What will students do to reach the identified result? What new things will they do to learn? What things will they do more of?</p>	<p>Changes in instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student learning behavior)</p>	<p>Monitoring Progress with Timelines and Adjustments: How will we measure progress towards the changes in learning behavior and teaching that we want? How often will this occur? How will we keep the principal, parents and SIT informed and involved?</p>	<p>Collaboration and Support: When will we use the information we get from monitoring to improve learning and teaching? When will we discuss the progress we are making?</p>	<p>School and District Support & Resources: What supports and resources will the school and district provide in order for us to achieve the results of this action plan? (List the support and resources below and then use the attached template to finalize this column)</p>	<p>Evaluating Results/Reporting to Families and Community: How will the school know if the students reach the intended results? In light of what we have learned, how will we revise the plan for next year? Reporting to Families and Community How will we share the results of this plan with the entire school community?</p>
<p>Students will:</p>	<p>Teachers will:</p>	<p>Teachers will:</p>		<p>The school will supply the following support and resources:</p>	<p>Evaluating Results:</p>
		<p>Teacher leaders will:</p>		<p>The central office will supply the following support and resources:</p>	<p>Reporting to Families and Community:</p>
		<p>Administrators will:</p>			

SCHOOL IMPROVEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN TEMPLATE

Action Plan: _____

Activity/Series: _____

Changes in Instruction: What will teachers do to ensure students learn and develop the learning behaviors identified in the first column? (Be sure that the instructional practices you identify will address every student learning behavior and connect to the Rhode Island Beginning Teacher Standards.) Include all formal Professional Development activities/series that support the implementation of this action plan.

List all the Changes in Instruction from the Action Plan that apply:

<p>Professional Development (PD) in support of Changing Instruction: For each formal Professional Development activity/series that support the implementation of this action plan, detail the PD that will support making those changes. Include:</p> <ol style="list-style-type: none"> 1. Describe the PD; 2. Who will facilitate the PD; 3. When the PD is scheduled to take place; and 4. How will the professional development implementation be monitored? 	<p>Sustained and Job Embedded: For each formal Professional Development activity/series that support the implementation of this action plan, describe how teachers will be provided opportunities for learning a skill(s) needed to ensure the change in student learning behavior, time to implement the skill in the work setting, and time to reflect upon the implementation.</p>	<p>Resources, School and District: What school-wide and district supports and resources will be necessary to implement the PD? Indicate the source of funds for each program of PD. (e. g., Article 31, Title I, etc.).</p>	<p>Evaluating Results:</p> <ol style="list-style-type: none"> 1. What evidence will the school use to draw conclusions about the impact and effectiveness of each major PD program? 2. Who will be responsible for organizing the evaluation? 3. When will the evaluation activities take place and when will they be completed?

COMMITMENT FORM

COMMITTING SCHOOL AND DISTRICT SUPPORT AND RESOURCES TO ACTION PLANS

1. Combine the school and district support in each action plan into a single list.
2. Convene a meeting of between the SIT, the school administration and the district administration. The agenda of this meeting is to identify which supports and resources will be committed to and which will not be committed to.
3. Fill in the table below for all items in the action plans to which support and resources will be committed.
4. Once the support and resources for the action plans have been finally decided, review the activities planned in the columns for Changing Instruction, Monitoring Progress, and Collaboration and Support to see whether they can still be implemented at the agreed upon level of support and resources. If there are activities that no longer seem possible to implement, they should be renegotiated with the school and district administration.

	Action Plan(s)	Activity (copy from action plan)	Persons Responsible	Funding (specify amount and source)	Completion Date
Lead the Focus on Learning and Achievement					
Build a professional a Learning Community Committed to Excellence					
Deliver Aligned Curriculum, Instruction and Assessment					
Use Information to Improve Performance					
Engage Families and the Community					
Provide Safe and Supportive Learning Environments					
Allocate Fiscal and Human Resources					