By the end of the section you will have:

- ☐ Identified the actions your school will engage in to address the needs of your root cause and support in meeting the identified goals.
- ☐ Identified how each action is inclusive and anti racist, as well as the intended outcome of the action.
- ☐ Outlined how each action will be monitored, who will be leading the implementation of the action and what about the school's operations will shift because of the action.

Review the steps below for developing an action plan. Have questions? Watch this brief [QUICK GUIDE MODULE](#) before you begin!

1. Review your root cause(s) and how racism shows up to determine how you will address the problem(s) you identified. See the following sample [summary](#).
2. Synthesize your root cause analysis to identify how you will systemically address the problem(s).
3. Create a plan to address the problem that lists specific actions the school will be accountable for. Be sure to include how **families will be involved** throughout the process.

Systemic Response: Addressing the Problem Of Our Root Cause(s):

How will you address the problem(s) you defined in your RCA process:

- 57% of our Hispanic & 61% of our African American/Black students are not meeting standard in reading Our curriculum study process has relied heavily on a curriculum that does not actively engage our students. Teachers are having difficulty making changes to the curriculum to create opportunities for engagement for our students, while still teaching the grade level standards.
- The number of students who have an assigned score of 3 or better is decreasing. Our Kids making the connections we want them to make that will help them retain the info they need. Teachers need time to plan for the standard, differentiation, scaffolding up, identifying lessons to utilize to address concerns of time. (Structure to address how we utilize planning.
- Students need multiple and varied engaging opportunities for learning so that they enjoy coming to school. Currently 26% of our 2-5 students disagree with enjoying coming to school. The expectation for grade completion and alignment overshadows discussion around student learning.
- Data shows that there is a disconnect in perceived relationships and belonging between students and staff. Staff are not yet providing adequate structures and tools for students to engage with each other, with the staff, and with challenging curricula.

2023-2026 Action Plan

School Action(s) List the actions your school will take to address the root causes. These actions should represent what the school will do DIFFERENTLY, that will address the root cause(s), and result in making gains towards meeting your SMARTIE goals.	What shift does this action address? "A shift or change in…" *To include more than one option, simply copy and paste the drop-down	Leadership Responsibility (Who, What, When)	Resources Needed Data to Monitor Progress (click here if you need a refresher on	Progress OR Results Data	What's the Next Step? What (if any) support do you need from central office for next steps?

Action Planning for Success. How do the [Evidence of Equity](#) questions impact your actions?

			Satellite, Map, and Street Data) Due/Check-In Date(s) *To include more than one option, simply copy and paste the drop-down to add another option.		
Action plan TIP: Start with 4-5 actions and use data to monitor your progress through the cycle to determine if you need to stay the course, or add additional actions.	to add another option.				
Action to be taken: Curriculum Study processes will be updated to purposefully provide time to: • study the standards • determine what the students need to know and show for each standard • specifically plan for engaging strategies • specifically plan for differentiation, including scaffolding up **Inclusive** (whose voices are included in the planning and implementation?): • Classroom teachers • ELD Teachers • Staff Development Teacher • Math Focus Teacher • Reading Specialist • Special Education Teachers • Admin **Antiracist** (how is this action antiracist?): The new actions in planning will shift discussions about students to be more asset based. This will interrupt the interpersonal implicit biases that communicate that students below grade level are so far behind	**What shift does this action address? "A shift or change in…"** *To include more than one option, simply copy and paste the drop-down to add another option. Policy/Practi... ▾ Collaborative... ▾ Structure/Pr... ▾ Instruction ▾	**Leadership Responsibility (Who, What, When)** **Who:** admin team/resource/ content specialist and/or math leader **What:** leaders will engage in visits to record and provide teams with structured feedback on their planning progress. **When:** bi-weekly visits with individual or team follow-up feedback provided in multiple formats.	**Resources Needed:** Curriculum materials ELD scaffold strategies Spec. Ed scaffold strategies **Data Monitoring:** Street Data ▾ Feedback from teachers on the planning process - reflections on whether they can meet the students' needs **Data Source(s):** Staff surveys Core team meeting debriefs **Check-In Date(s):** Weekly at core	**Progress OR Results Data**	**What's the Next Step?** **What (if any) support do you need from central office for next steps?**

that they "can't do" the grade level standards and must "catch up" before being given rigorous instructional experiences. It will also combat the institutional racism of the Benchmark curricula and provide teacher level flexibility **Outcome** (what is our anticipated result?): Teachers will: ● Know exactly what students need to know and be able to do to meet the standard - including how to appropriately differentiate for students who are not yet ready for the standards ● specifically plan for engaging strategies that keep all students focused and engaged with the content ● specifically plan strategies to scaffold up Students will: ● ALL have access to the grade level standard and appropriately matched instruction that results in productive struggle					
Action: The focus of ELD teachers during WIN time from September to December will be on students in levels 3 and 4 in order to help support them to exit the program. ELD teachers will provide classroom teachers with WIDA score breakdowns for each student in their class. During CS, ELD teachers will provide and co-plan for	**What shift does this action address?** "A shift or change in…" *To include more than one option, simply copy and paste the drop-down to add another option. Collaborative... ▾	**Leadership Responsibility (Who, What, When)** **Who:** admin team/resource/ content specialist and/or math leader/ELD Teachers/classroom	**Resources Needed:** ● EML ISR Profiles ● WIDA Proficiency descriptors **Data Monitoring:**	**Progress OR Results Data**	**What's the Next Step?** **What (if any) support do you need from central office for next steps?**

language supports for classroom assignments. In January, the focus of ELD WIN groups will transition to pull out support for Levels 1 and 2 students. **Inclusive** (whose voices are included in the planning and implementation?): ● Classroom teachers ● ELD Teachers ● Staff Development Teacher ● Math Focus Teacher ● Reading Specialist ● Admin **Antiracist** (how is this action antiracist?): This shift will address individual racism, but supporting our Level 3 and 4 students to achieve higher levels or exit, in their speaking and language domains. It will address interpersonal biases that communicate that students below grade level are so far behind that they "can't do" the grade level standards and must "catch up" before being given rigorous instructional experiences. It will address institutional racism by changing the structure of how we support our EML students. **Outcome** (what is our anticipated result): Classroom Teachers will: ● Build their capacity regarding supporting and instructing EML students with Tier I instruction at the grade level standard EML Teachers will:	Instruction ▾ Data Monitor... ▾ Structure/Pr... ▾ Beliefs/Mind... ▾	teachers **What:** These leaders will collaborate to design a timeline and support schedule to ensure data chats happen quarterly and that EML ISRs are updated and used during collaborative planning to make specific decisions on what instructional strategies will be used for EML students to interact with grade level content to match their area of growth in their language domains. **When:** quarterly data meetings with individual or team follow-up feedback provided in multiple formats.	Satellite Data ▾ Data Source(s): ● WIN group creation & monitoring data ● **Check-In Date(s):** quarterly		

• Use the ISRs to target their instruction to students around the needs of specific domains • Support classroom teachers with ELD strategies to be used in the general ed classroom across all content areas Students will: • ALL EML students will increase their WIDA ACCESS for ELL scores and more students at level 3 and 4 will exit than in previous years					
Action: Core & ILT will create a structure for instructional rounds focused on student engagement. **Inclusive** (whose voices are included in the planning and implementation?): Families Students All staff **Antiracist** (how is this action antiracist?): Individual – This will combat the survey data that students don't enjoy coming to school and/or are not actively called on during instruction. Interpersonal: – This will combat the implicit biases that communicate that EML students are not getting support at home. This will shift our mindset to an internal need to change, versus an external blame on families.	**What shift does this action address?** "A shift or change in…" *To include more than one option, simply copy and paste the drop-down to add another option. Structure/Pr… ▾ Climate ▾ Data Monitor… ▾ Beliefs/Mind… ▾ Well-Being ▾ Policy/Practi… ▾	**Leadership Responsibility (Who, What, When)** **Who:** Core Team & ILT **What:** These leaders will collaborate to design a timeline, a capture document for observations, and a process for disaggregating and sharing data. This will lead to PD and planning for engagement for students. **When:** The process will be started in	**Resources Needed:** Google Form **Data Monitoring:** Street Data ▾ **Data Source(s):** Walkthrough Data **Check-In Date(s):** Fall Winter Spring	**Progress OR Results Data**	**What's the Next Step?** What (if any) support do you need from central office for next steps?

Institutional – this will provide a structure for providing feedback and changing practices regarding student engagement **Outcome** (what's the anticipated result?): Teachers will receive real time data in order to develop lessons that increase the level of student engagement.		September/October. A timeline will be created.			
Action: We will use 3 specific questions to elevate our family events from involvement to engagement. **Inclusive** (whose voices are included in the planning and implementation?): Staff Families **Antiracist** (how is this action antiracist?): Institutional: This will combat how the majority voice of our PTA does not reflect the majority of our population. **Outcome** (what's anticipated result): We strengthen marginalized voices within our community and not let language and culture be a barrier to family engagement in our school.	**What shift does this action address?** "A shift or change in…" *To include more than one option, simply copy and paste the drop-down to add another option. Beliefs/Mind... ▾ Family/Com... ▾ Policy/Practi... ▾	**Leadership Responsibility (Who, What, When)** **Who:** PTA Leadership Admin Community members/stakeholders PCC PPW Bilingual NAACP rep **What:** These leaders will collaborate to shift the culture in order to strengthen marginalized voices within our community and not let language and culture be a barrier to family engagement in our school.	**Resources Needed:** TBD **Data Monitoring:** Street Data ▾ **Data Source(s):** Focus Group for caregivers Student Voice Surveys Caregiver Voice Surveys **Check-In Date(s):** Monthly	**Progress OR Results Data**	**What's the Next Step?** What (if any) support do you need from central office for next steps?

Action Planning for Success. How do the [Evidence of Equity](#) questions impact your actions?

		When: The process will be started in September/October. A timeline will be created.			
Action: **Inclusive** (whose voices are included in the planning and implementation?): **Antiracist** (how is this action antiracist?): **Outcome** (what's anticipated result):	**What shift does this action address?** **"A shift or change in…"** *To include more than one option, simply copy and paste the drop-down to add another option. Instruction ▾	Leadership Responsibility (Who, What, When)	**Resources Needed:** **Data Monitoring:** Street Data ▾ Data Source(s): **Check-In Date(s):**	Progress OR Results Data	**What's the Next Step?** **What (if any) support do you need from central office for next steps?**
Action: **Inclusive** (whose voices are included in the planning and implementation?): **Antiracist** (how is this action antiracist?): **Outcome** (what's anticipated result):	**What shift does this action address?** **"A shift or change in…"** *To include more than one option, simply copy and paste the drop-down to add another option. Data Monitor... ▾	Leadership Responsibility (Who, What, When)	**Resources Needed:** **Data Monitoring:** Street Data ▾ Data Source(s): **Check-In Date(s):**	Progress OR Results Data	**What's the Next Step?** **What (if any) support do you need from central office for next steps?**