## Defining Action Plans

An action plan is a division- or school-wide plan that organizes and coordinates the implementation of initiatives to make changes in school operations.[2] Action plans provide instructions regarding how school personnel will implement several specific, measurable steps to attain pre-identified goals.[3] To help ensure a plan is actionable, these plans must be attainable and relevant within clearly defined parameters that allow those involved to focus their attention and resources appropriately.[4] Actions plans serve as a component of a larger school improvement process, which also includes the development of goals and strategies that work together to inform the action plan.[5] Once the action plan is completed, it is reviewed frequently and revised multiple times as part of the continuous improvement cycle to "fit the changing needs" of the school community.[6] The figure to the right outlines this improvement cycle.
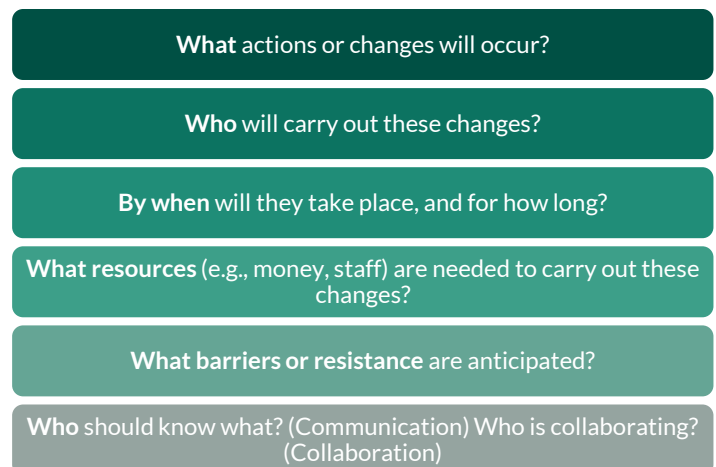
School Improvement Plan Cycle
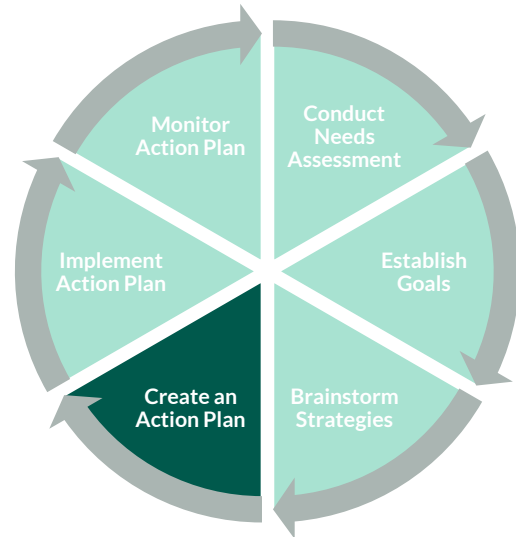
Source: University of Kansas[1]

Typically, states, divisions, and schools use action plans to support underperforming schools and address concerns about performance.[7] Higher authorities, such as a state agency, may mandate the creation of an action plan, or schools and divisions may undertake the process voluntarily.[8] Other reasons for and benefits of action plans include how they:[9]

- **Lend credibility to the school** and show members of the community that the school is organized and dedicated to resolving issues;
- **Ensure the school does not** overlook details;
- **Understand** what is and is not possible for the school to accomplish;
- **Save time, energy, and resources** in the long run (i.e., for efficiency); and
- **Increase the likelihood** that people will do what needs to be done (i.e., for accountability).

Additionally, **schools and divisions can vary the scale of an action plan** by designing them to make systems-level changes or project-specific changes. A **systemic action plan** seeks to overhaul academic structures or school operations and requires complex coordination of interrelated variables. Conversely, a **project-specific action plan** has a more limited scope, focused on improving subsidiary components of the school system, such as a specific program, grant-funded initiative, or academic department.[11] In both cases, action plans share a common design process and comprise similar components. The figure to the right highlights components to consider when forming an action plan.

Understanding Action Plan Elements

What actions or changes will occur?

Who will carry out these changes?

By when will they take place, and for how long?

What resources (e.g., money, staff) are needed to carry out these changes?

What barriers or resistance are anticipated?

Who should know what? (Communication) Who is collaborating? (Collaboration)
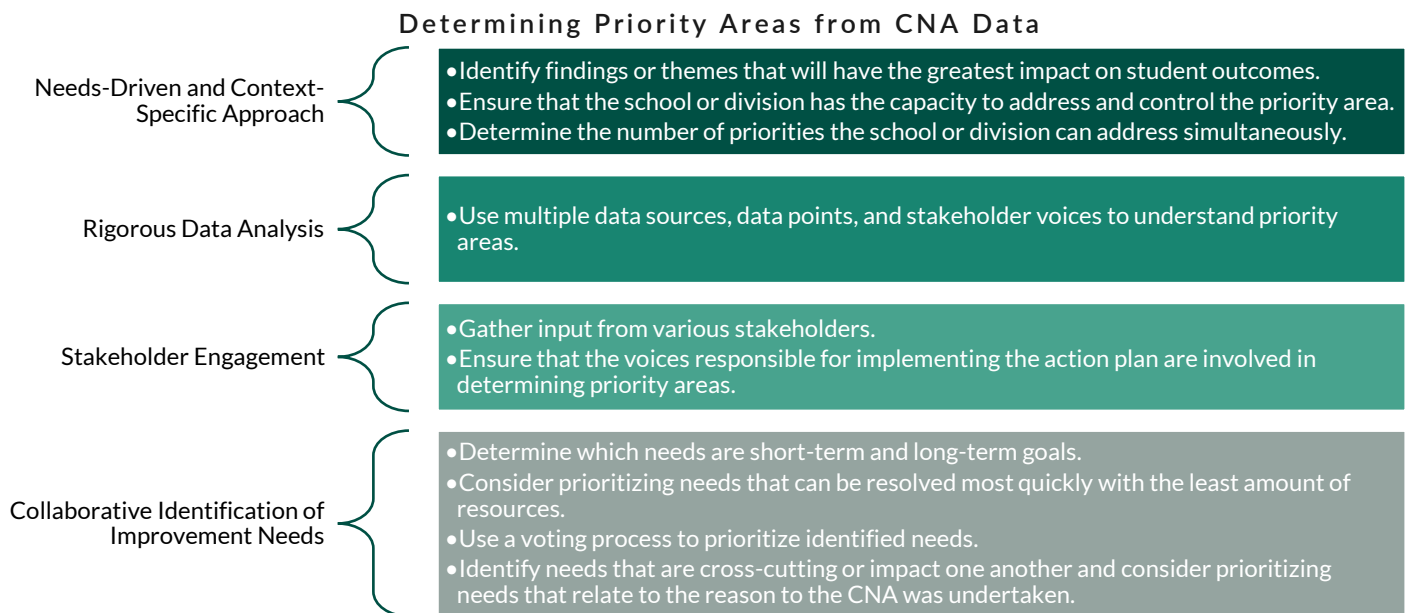
Source: University of Kansas[10]

Identifying Components of an Action Plan

Priority Identification

Before determining the strategies within an action plan, schools must identify the goals they plan to achieve. Setting goals based on school data results in an action plan that is highly relevant to the needs of the student community. To identify overarching needs, schools' and divisions' planning committees must conduct Comprehensive Needs Assessments (CNAs) to identify areas for improvement that inform the goals of an action plan. CNAs may draw from a variety of data sources, including assessment results, community demographics, student and teacher attendance, behavior referrals, classroom and program data, surveys, interviews, observations, and division and school policies and plans.[12] Once schools' action plan committees analyze these data and identify the most concerning gaps (e.g., equity gaps), they can conduct a root-cause analysis to understand why these gaps exist. A root-cause analysis reveals the underlying systemic challenges that need to be removed, reduced, or addressed by an action plan.[13] While the results of a CNA will likely uncover multiple significant needs, the list should focus on a "manageable set of priorities" to ensure the action plan is not overwhelmed with an unrealistic number of goals.[14]

When determining priority areas from CNA data, action planning committee members use a needs-driven and context-specific approach that draws from various data sources, engages multiple stakeholders, and promotes collaboration to identify priority areas.[15] The figure below provides key considerations and actions for determining priorities within an action plan.

Determining Priority Areas from CNA Data

Needs-Driven and Context-Specific Approach
- Identify findings or themes that will have the greatest impact on student outcomes.
- Ensure that the school or division has the capacity to address and control the priority area.
- Determine the number of priorities the school or division can address simultaneously.

Rigorous Data Analysis
- Use multiple data sources, data points, and stakeholder voices to understand priority areas.

Stakeholder Engagement
- Gather input from various stakeholders.
- Ensure that the voices responsible for implementing the action plan are involved in determining priority areas.

Collaborative Identification of Improvement Needs
- Determine which needs are short-term and long-term goals.
- Consider prioritizing needs that can be resolved most quickly with the least amount of resources.
- Use a voting process to prioritize identified needs.
- Identify needs that are cross-cutting or impact one another and consider prioritizing needs that relate to the reason to the CNA was undertaken.
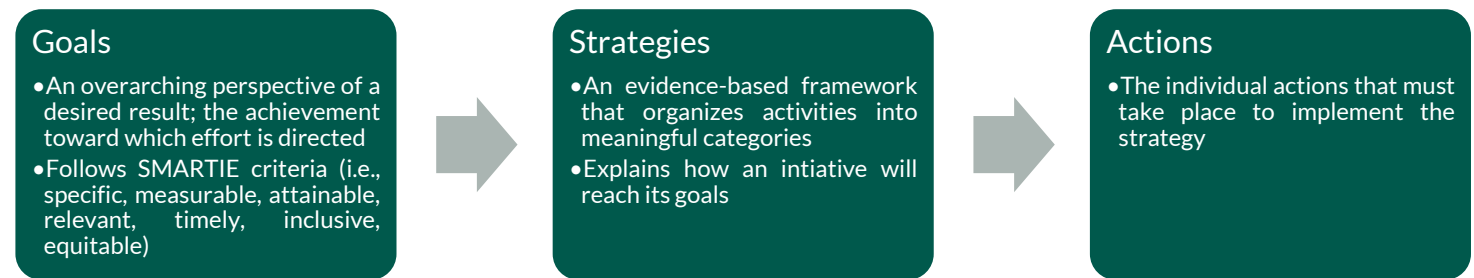
Source: American Institutes for Research[16]

Further, action planning committee members may consider the strengths, challenges, and implications of each identified need to help determine the priority order. Several guiding questions and exercises can support this priority identification process, as outlined on pages 31-32 of this resource from the **Georgia Department of Education**.[17]

Action Plan Components

After prioritizing needs, schools can begin developing the action plan.[18] High-level components of an action plan include setting **goals, strategies, and action steps** informed by the CNA process. The figure below provides a visualization of how the terms "goal," "strategy," and "action" relate within an action plan.[19]

High-Level Components of an Action Plan

Goals
- An overarching perspective of a desired result; the achievement toward which effort is directed
- Follows SMARTIE criteria (i.e., specific, measurable, attainable, relevant, timely, inclusive, equitable)

Strategies
- An evidence-based framework that organizes activities into meaningful categories
- Explains how an intiative will reach its goals

Actions
- The individual actions that must take place to implement the strategy

Source: West Virginia Department of Education and University of Kansas[20]

Following the establishment of goals, school planning committees determine strategies and corresponding activities for each component of interventions.[21] Each strategy will include a set of action steps with implementation details. Specifically, each action step typically specifies the person responsible for implementing the action, the timeline for implementing the action, the resources used to support implementation, and the process for monitoring the implementation.[22] The figure below outlines several key components to include in an action plan.

Key Components of Action Plans

COMPONENTS	DESCRIPTION
Action Steps	• **Describes the specific steps that school (or external) personnel will take to implement the solutions**
Current Baseline	• Describes where the school stands now (e.g., as a percentage point)
Person(s) responsible	• Describes which position(s) are responsible for implementing the action step(s) • Describes the collaborators in action implementation
Timeline	• Specifies the dates when each action step takes place • Identifies a logical sequence of action steps
Resources and Funds	• Specifies the total funds budgeted for the action steps • Identifies resources available to support action steps or enhance the local school budget • Identifies resources needed for implementation
Barriers or Resistance	• Identifies what barriers or resistance are anticipated, and how to overcome them
Progress Monitoring and Evaluation	• Specifies what qualitative or quantitative evidence informs future analyses to determine the effectiveness of the implemented action steps • Describes who collects and analyzes the evidence of implementation • Describes which students or groups of students to monitor • Specifies when to collect evidence of implementation • Identifies the summative measure(s)that inform evaluations of the action steps' effectiveness

Source: Multiple[23]

Strategies and actions can vary in scope, size, and detail depending on the context of a school and its capacity to achieve certain outcomes.[24] These action steps can either address school-wide interventions or target specific groups, such as students of color or students with disabilities. The

same person(s) may be responsible for multiple action steps, and interventions may overlap timelines.[25] The figure below provides links to action plans that vary in design and included components.

Action Plans Examples

West Virginia Department of Education: Sample School Action Plan	Massachusetts Department of Education: 12 *Planning for Success* Action Plans	New Jersey Department of Education Sample Action Plan	IDEA Data Center Action Plan Templates (Zip Files)

Source: Multiple[26]

Additionally, schools are not required to include all components listed in the Key Components of Action Steps figure.[27] However, the figure below provides a checklist of reflection questions to ensure an action plan includes as many key components as possible.

Considerations/Checklist for an Effective Action Plan

IS THE ACTION PLAN COMPLETE?	IS THE ACTION PLAN CLEAR?	IS THE ACTION PLAN ALIGNED?	IS THE ACTION PLAN CURRENT?
☐ Does the action plan identify priorities, specific targets, and outcomes? ☐ Does the action plan list all the action steps or changes to be sought in all relevant parts of the school? ☐ Does the action plan identify and quantify resources? ☐ Is the action plan drawn up consultatively? ☐ Does the action plan provide indicators and criteria to recognize improvement?	☐ Does the action plan make apparent who will do what by when? ☐ Is the action plan concise and clearly written? ☐ Does the action plan list manageable steps towards raising standards of achievement? ☐ Is the action plan clearly focused on classroom improvement? ☐ Does the action plan bring all initiatives under one umbrella that also illustrates the cohesive and complementary manner in which they combine to reach the stated learning goals?	☐ Is there a clear relationship between the suggested strategies and the goals they are intended to support? ☐ Is there research-based support in the literature that the strategies and action steps proposed in the plan will have a positive impact on teaching and learning?	☐ Does the action plan reflect the current work? ☐ Does the action plan anticipate newly emerging opportunities and barriers and describe how to address them? ☐ Does the action plan reference ongoing monitoring and evaluation of intended outcomes and student achievement?

Source: Multiple[28]

Developing Action Plans

Stakeholder Engagement

As a first step to developing an action plan, schools should identify key stakeholders to participate in the development process.[29] Action plan development relies on collaboration, both with an internal strategic planning team and other key stakeholder groups. Leadership teams typically oversee the development of school action plans.[30] However, schools should also consider inviting teachers, curriculum and instruction specialists, assessment staff, students, parents, and community members to participate, particularly those who are directly affected by the problem or are in the position to address the problem.[31] Action planning committees should be as inclusive as possible and encourage participation from a diverse array of voices.[32]

Goals

After establishing the planning committee, the next step of the development process is to set the goals for the action plan.[33] Goals clarify the outcomes that the school hopes to accomplish with the action plan.[34] Goals should follow the SMARTIE (i.e., specific, measurable, attainable, relevant, timely, inclusive, equitable) format.[35] The following sentence structure can help guide the SMARTIE

goal format: "by **(end-date)**, **(identified students)** will **(increase/decrease) (outcome data)** by **(amount of increase/decrease)**."[36] Before finalizing goals, committee members or external stakeholders not involved can review goals to ensure the following questions are addressed:[37]

- Do they meet the SMARTIE criteria?
- Is the list complete, or are any important details missing?
- Are they appropriate and achievable given the school's resources?

Strategies

After setting goals, the action planning committee can use this information to select potential strategies that inform *how* the school will reach its intended outcomes.[38] Before defining specific action steps, which explain the "who-what-when," strategies help focus efforts by explaining "how do we get there from here."[39] The figure below describes the collaborative process that leads to the development of action plan strategies.[40]
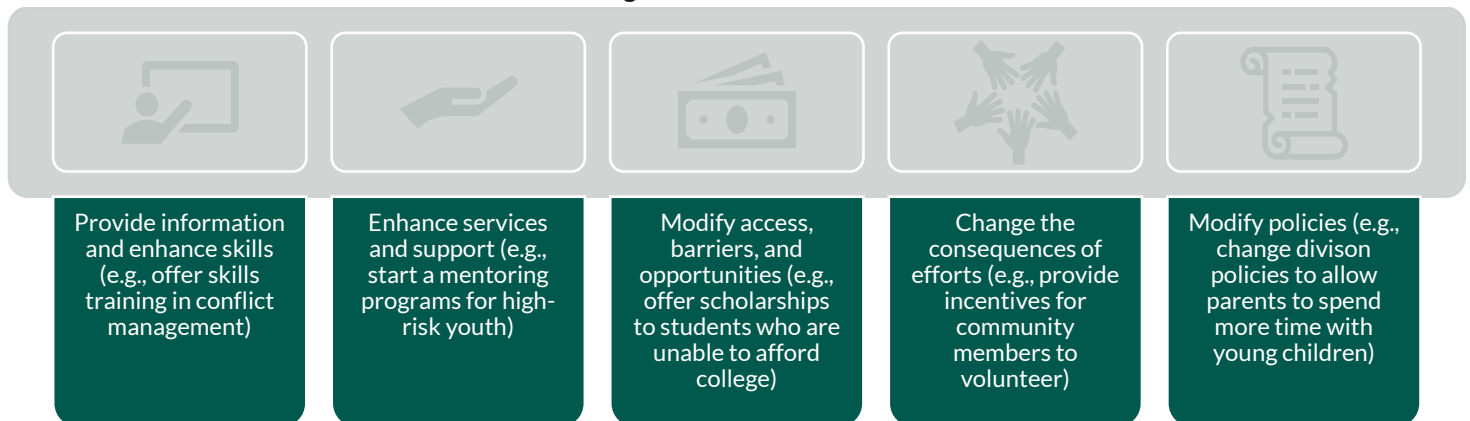
Strategy Development

| Organize a brainstorming meeting with members of your division and members of the community | → | Review (identify) the targets and agents of change for your initiative | → | Review your vision, mission, and goals to keep you on the right track | → | Work together to brainstorm the best strategies for your initiative |

Source: University of Kansas[41]

Strategies provide an overall direction for a type of intervention, without dictating specifics.[42] Typically, action plans include three to five strategies per goal.[43] When developing strategies, committee members should consider what school-level and local resources are available for use, how to minimize resistance and barriers, and how to advance the overall goals of the action plan to address identified priority areas.[44] The figure below describes five types of high-leverage strategies that serve as pathways for most interventions.[45]

Five Strategies to Guide Intervention

| Provide information and enhance skills (e.g., offer skills training in conflict management) | Enhance services and support (e.g., start a mentoring programs for high-risk youth) | Modify access, barriers, and opportunities (e.g., offer scholarships to students who are unable to afford college) | Change the consequences of efforts (e.g., provide incentives for community members to volunteer) | Modify policies (e.g., change divison policies to allow parents to spend more time with young children) |

Source: University of Kansas[46]

When brainstorming strategies, action planning committees should ensure strategies are grounded in evidence-based research that connects a specific strategy to improved performance. These strategies should also directly address root causes and be feasible so that school resources can support immediate intervention and long-term sustainability.[47]

Action Steps

After determining priority areas of need and the school's capacity to implement strategies, the committee can establish specific, detailed action steps that support implementation.[48] Action steps specify "what actions will be taken (what), the responsible agents (by whom), the timeline (by when), resources and support needed and available (how), potential barriers or resistance, and with whom communications should occur."[49] Action steps should be closely aligned with root causes, entrenched in research-based strategies, and work towards an identified solution.[50] Additionally, each strategy should contain several related action steps.[51]

Committees can begin this process of defining action steps by identifying the committee's strengths and the school's resources.[52] Additionally, the committee should consider possible barriers to implementing action steps and strategies to remove these barriers. Questions for considering the feasibility of action steps include:[53]

- Is there enough money to conduct the proposed strategies? (e.g., can the school apply for any available grants?)
- Is there enough human support? (e.g., can the school recruit more volunteers?)
- Is there enough time to conduct these changes? and
- What kind of opposition is expected? Are there ways to get around it?

After determining potential action steps and their feasibility, the committee can begin defining the key components within each action step.[54] The figure below identifies questions to guide committees in writing the components of each action step.

Writing Action Steps

What will occur?	**How much of,** or to what extent, these actions will occur?	**Who** will carry out these changes?	**When** these changes will take place, and for how long?	**What** resources are needed to carry out these changes?	How will implementation be monitored and evaluated?

Source: University of Kansas and Clark County School District[55]

The finalized action plan should be organized by theme and in chronological order.[56] The figure below illustrates an example of an action plan template.

Template for an Action Plan

STRATEGIC STATEMENT:								
ACTION PLAN					**MONITORING PLAN**			**EVALUATION**
Action Steps	Resources	Personnel *Who will do it?*	Time *By when?*	Potential Barriers	Evidence of Implementation	Personnel *Who will monitor?*	Time *By when?*	Performance Benchmarks
Action Step 1:								
Action Step 2:								

Sources: U.S. Department of Education, University of Kansas, and Clark County School District[57]

Action plans are only as effective as the quality of their design and implementation.[58] Poorly constructed action plans are "overly ambitions or infeasible, inconsistent with schools' values and commitments, and biased in favor of some students over others."[59] If schools poorly communicate the action plan or fail to involve diverse voices in the planning process, community members may question whether the action plan will affect real positive change in the school.[60] The figure below highlights other common mistakes that occur during the action plan development process.

Common Mistakes in Action Plan Development

CONFUSING THE PRODUCT WITH THE PROCESS	• An intense focus on creating a plan may distract from detailing how it will be implemented. For example, plans may include SMARTIE goals, but principals may interpret that as making sure their plans include goals that fit the SMARTIE definition, not to make sure the plan is, in fact, a smart one.
WRITING PLANS TOO QUICKLY	• Leaders under pressure may focus on checking boxes in their action plan instead of thinking strategically.
MAKING TOO MANY ASSUMPTIONS ABOUT WHAT WILL WORK	• The planning committee may assume action steps are easier and quicker to accomplish than they are. • The planning committee may not provide realistic staffing and resources to support implementation.
TRYING TO DO TOO MANY THINGS AT ONCE	• The action plan may list too many priorities at once.
NEGLECTING TO CLARIFY WHO WILL DO WHAT	• While an improvement plan might include a column for "person responsible," it may exclude other educators with key roles in implementation. For example, a math coordinator may be responsible for meeting monthly to discuss the math curriculum, but the plan may not indicate the teacher's role in this meeting. • The educators in roles germane to the strategy should have expectations clearly laid out for them — the "do" columns should be job descriptions.
UNDERESTIMATING THE URGENT NEED FOR PROFESSIONAL LEARNING	• Writing a professional learning plan should not be an action step (i.e., the plan is to produce a plan). • Action plans should embed a calendar for professional development. • Action plans should describe the learning that is required for educators to do what they are being asked to do— essentially, there are professional learning plans for everyone involved in the plan.
DATA RICH, INFORMATION POOR	• The planning committee may draw from multiple data sources, but not analyze them properly.

Source: Phi Delta Kappan and Clark County School District[61]

Implementing Action Plans and Measuring for Improvement

Implementation

The implementation process of an action plan requires committees to **"carry out the plan, making real-time adjustments where/when needed,"** and **review progress to** "determine whether implementation of the promising solutions is meeting the originally identified needs of the school."**[62] Action plan committee members can begin this process by prioritizing the order of action steps. Considerations for the prioritization process may include:[63]

- Which changes need to be completed before others can? (Note: some changes may require other changes and relationships to be established);
- Which changes are easier or quicker to bring about? (Note: completing these early can give the school a sense of success);
- Which changes are the most important or key to the initiative's goals? and
- Which changes would inspire and encourage participants and build credibility within the community?

Action plan implementation significantly relies on the people responsible for executing action steps. Therefore, to improve implementation, school leaders should ensure that all members involved understand their roles and responsibilities, have access to a copy of the action plan, have a work plan that specifies timelines, and have all the information and resources necessary for effective implementation.[64] The figure below offers strategies for reminding personnel to complete assigned tasks.

Strategies to Prompt Implementation

Conduct regular phone calls to ask how people are doing with their tasks and if they need support.	Distribute the action plan to all members, with names attached to specific tasks.	Make sure timelines (with due dates) are complete, clear, and current.	At regular group meetings, ask members to report on accomplishing the tasks they have set out to do.	Publicly celebrate and recognize the accomplishment of tasks.

Source: University of Kansas[65]

Many schools require one or two years to develop and initiate an action plan, and three to five years to fully embed approaches in the school community. Around year two, a "plateau" can occur in the change process.[66] Therefore, creating strategies for long-term sustainability is vital to the implementation of action plans.[67] The figure below describes strategies for maintaining the momentum of an action plan.

Strategies for Long Term Sustainability

EFFECTIVE LEADERSHIP	• Ensure multiple leaders are actively supporting the implementation of the action plan
INTENTIONAL IMPLEMENTATION	• Implement all parts of the new approach in the way they were intended • Collect baseline data to track progress before and after implementing action steps
STAKEHOLDER ENGAGEMENT	• Enable all members of the school community (e.g., staff, students, parents, guardians) opportunities to lead or contribute to the activities in your action plan • Ensure the whole school community is informed and involved
EXTRA RESOURCES	• Consider whether review team members or leaders need to be given release or management time to plan, manage, and monitor new activities • Consider whether extra professional learning time needs to be planned and allocated for staff • Consider whether extra time and resources need to be allocated for community sessions?
LEARNING OPPORTUNITIES	• Share learning opportunities widely with all individuals involved in the action plan (i.e., staff, students, non-teaching staff, parents, guardians)
PROGRESS MONITORING AND FEEDBACK	• Have the school self-review team continually monitor and manage action plan activities • Make minor changes to better suit the context of the school without altering the intent of a program • Undertake an evaluative review of progress • Ensure the action plan goals are part of the school's planning and reporting cycle

Source: Wellbeing@School[68]

Monitoring and Evaluating

Monitoring and evaluating the implementation of action plans is a significant component of the continuous improvement cycle.[70] The continuous improvement cycle is a tool used to support the ongoing improvement of an action plan.[71] Generally speaking, the continuous improvement cycle follows the **Plan-Do-Study-Act (PDSA)** design, which involves identifying problems, root causes, and potential solutions (i.e., Plan); implementing and measuring solutions in real contexts (i.e., Do); collecting and studying data on the effectiveness of solutions (i.e., Study); and making changes to the next iteration of the plan (i.e., Act).[72] The PDSA cycle

Plan-Do-Study-Act Cycle

Plan → Do → Study → Act
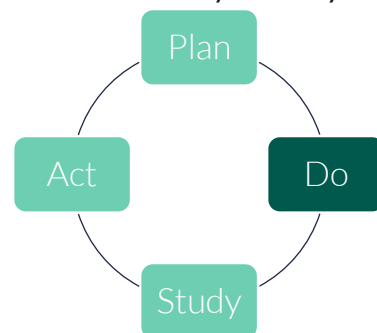
Source: U.S. Department of Education[69]

repeats itself so that each iteration "builds upon what was learned in the previous one" to move closer to achieving the goals proposed in the action plan.[73]

During the **Do** step, all participating stakeholders execute the action plan, which is monitored throughout its implementation. Individuals responsible for monitoring implementation will collect data to study the effectiveness of the new strategies in addressing priority areas for improvement.[74] The action plan specifies data collection methods, which may fall into one of three categories for monitoring improvement:[75]

- Assessing the **fidelity** of implementation of action steps;
- Assessing the **impact** of the action steps on student performance; and
- Assessing how the school utilizes its **resources** to implement action steps and improve student achievement.

During the **Study** step of the PDSA cycle, committee members come together to analyze progress data and evaluate progress.[76] This evaluation step helps the team realize whether an action plan goal has been reached.[77] When evaluating the effectiveness of an action plan, the school's planning committee should use performance benchmarks to measure the degree to which action steps have achieved their intended goal.[78] Baseline data should be collected during the **Plan** step to solidify the "starting points against which [school planning teams] can measure how much progress [they] have made" toward a goal.[79] Performance benchmark data should also be collected and analyzed from the same sources each year, to avoid making unreliable comparisons. For example, school teams should not measure math achievement using the SAT one year and a different test the following year. The results of this comparative benchmarking process can reveal whether an action is achieving its goal or if it requires modification.[80]

Using the results from this analysis, the committee can make adjustments to the action plan and introduce new or revised action steps during the **Act** step of the PDSA cycle.[81] This process involves conducting another needs assessment to identify issues and root causes of the original strategy.[82] During this process, committee members should communicate changes to the person(s) responsible, determine if additional resources are needed to implement new or revised steps, and follow guidelines to repeat the PDSA cycle.[83]

Supplemental Resources

The following resources provide additional information on effective strategies and procedures for developing action plans including and beyond those presented in this bulletin.

Resources on Action Planning

RESOURCE	PUBLISHER	SHORTENED URL	QR CODE
Action Plan Design Guide	Great Schools Partnership	https://qr.page/g/kOO0pnHZXu	
Action Planning Guidance	Great Schools Partnership	https://qr.page/g/4PMmGX61ock	
Create an Action Plan	Idea Data Center	https://qr.page/g/2iPg4KYmQbt	
Cycle of Action: Goal-Driven School Coaching	Great Schools Partnership	https://qr.page/g/22Rq7ztYFLf	
Data-Driven Decision Making: School Improvement Planning Companion Guide	Georgia Department of Education	https://qr.page/g/3dJ79LUL3CU	
Five Steps for Structuring Data-Informed Conversations and Action in Education	U.S. Department of Education	https://qr.page/g/3m4RFv1Qwsl	
School Improvement Planning Basics: Action Planning	Clark County School District	https://qr.page/g/3YSAX6KedjW	

Source: QR Code Generator[84]

Endnotes

[1] Figure adapted from information in "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)." Center for Community Health and Development at the University of Kansas. https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main

[2] "Action Plan Definition." The Glossary of Education Reform, May 15, 2013. https://www.edglossary.org/action-plan/

[3] [1] "Section 5. Developing an Action Plan." Center for Community Health and Development at the University of Kansas. https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main [2] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit.

[4] [1] "Action Plan Guide." ASCD. p. 16. https://library.ascd.org/m/1f2720c1c2296a94/original/ASCD-Whole-Child-Action-Plan-Guide.pdf [2] "SMART Goals: A How to Guide." University of California. p. 3. https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf

[5] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit.

[6] [1] Ibid. [2] "Section 5. Developing an Action Plan," Op. cit., p. 5.

[7] "School Improvement Planning Basics: Action Planning." Clark County School District, 2012. http://www.ccsd.net/resources/aarsi-school-improvement/pdf/planning/school-improvement-planning-basics-action-planning-2012.pdf

[8] "Action Plan Definition," Op. cit.

[9] Bulleted text reproduced verbatim with modifications from [1] "Section 5. Developing an Action Plan," Op. cit. [2] "Section 7. Identifying Action Steps in Bringing About Community and System Change." Center for Community Health and Development at the University of Kansas. p. 7. https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/identify-action-steps/main

[10] Figure text quoted verbatim with modifications from [1] "Section 5. Developing an Action Plan," Op. cit. [2] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit.

[11] "Action Plan Definition," Op. cit.

[12] Cuiccio, C. and M. Husby-Slater. "Needs Assessment Guidebook." *American Institutes for Research*, May 2018. p. 9.

[13] "Conducting a Root-Cause Analysis with Stakeholders." Ohio Department of Education, January 2021. p. 1. https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio/Local-Equity-Plan-1/Conducting-a-Root-Cause-Analysis-with-Stakeholders.pdf.aspx?lang=en-US

[14] Cuiccio and Husby-Slater, Op. cit., p. 13.

[15] Cuiccio and Husby-Slater, Op. cit.

[16] Figure content reproduced verbatim with modification from Ibid.

[17] "Data-Driven Decision Making: School Improvement Planning Companion Guide." Georgia Department of Education, August 27, 2021. pp. 31–32. https://www.gadoe.org/School-Improvement/Documents/Process%20Guides/Data%20Decision%20Making%20Process%20Guide.pdf

[18] Cuiccio and Husby-Slater, Op. cit.

[19] [1] "Sample School Action Plan." West Virginia Department of Education, 2015. https://wvde.state.wv.us/osp/ActionPlan_Sample_12_15_2015.pdf [2] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit.

[20] Figure content reproduced nearly verbatim from [1] "Sample School Action Plan," Op. cit. [2] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit.

[21] Kekahio, W. and M. Baker. "Five Steps for Structuring Data-Informed Conversations and Action in Education." *U.S. Department of Education*, September 2013. p. 12.

[22] [1] "Action Plan Definition," Op. cit. [2] Kekahio and Baker, Op. cit., p. 12.

[23] Figure content adapted from [1] Ibid. [2] "School Improvement Planning Basics: Action Planning," Op. cit. [3] "Section 1. An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)," Op. cit. [4] "What Should an Action Plan Include." Macau University of Science and Technology. http://www.must.edu.mo/en/qa/faculty-review/what-plan-include

[24] "Sample School Action Plan," Op. cit.

[25] Ibid.

[26] [1] "Sample School Action Plan (July to July)." West Virginia Department of Education, 2019. https://wvde.state.wv.us/osp/ActionPlan_Sample_12_15_2015.pdf [2] "PfS Examples: Plans, Action Plans, Superintendent Goals, and Case Studies - Office of Planning and Research." Massachusetts Department of

Elementary and Secondary Education. https://www.doe.mass.edu/research/success/examples.html [3] "Sample Action Plan: Creating a School for All Kinds of Minds." New Jersey Department of Education. https://www.state.nj.us/education/AchieveNJ/teams/strat21/SchoolActionPlanningExample.pdf [4] "Success Gaps Toolkit: Addressing Equity, Inclusion and Opportunity." IDEA Data Center. https://ideadata.org/toolkits/

27 "Sample School Action Plan," Op. cit.

28 Figure content adapted with some language reproduced verbatim from [1] "Section 5. Developing an Action Plan," Op. cit. [2] "What Should an Action Plan Include," Op. cit. [3] "Action Plan Design Guide." Great Schools Partnership, 2016. https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Action-Plan-Design-Guide_MPA_Draft-June-2016.pdf

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30 "Action Plan Definition," Op. cit.

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