

Collaborating to Integrate Continuous Improvement
into School-Level SEL Implementation:

DISTRICT-LEVEL INSIGHTS FROM THE MINNEAPOLIS PUBLIC SCHOOLS-CASEL RESEARCH- PRACTICE PARTNERSHIP (RPP)

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ABOUT CASEL'S LEARNING SERIES ON RESEARCH-PRACTICE PARTNERSHIPS (RPPS)

CASEL has produced a series of briefs documenting insights from our efforts to understand how educators and researchers can build relationships that support a shared action research agenda around social and emotional learning (SEL).

This five-part series shares the perspectives of researchers and practitioners on developing and sustaining collaborative inquiry in classrooms, schools, districts, and states. The goal of the series is two-fold: (1) to articulate an overview of CASEL's research-practice agenda, (2) to explore our learnings at the school, district, and state level about developing RPPs, action research, continuous improvement, and adult SEL capacity.

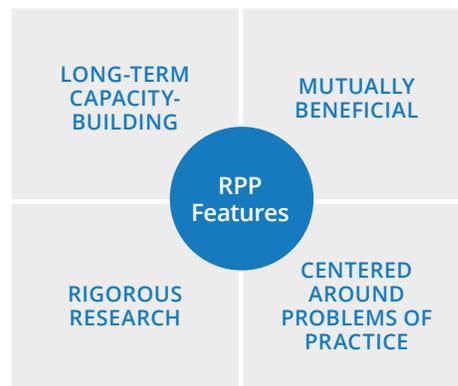
This inquiry seeks to demonstrate the emerging coherence of CASEL's theories of action across the tiers of our education system and provide insights into where additional action and support are needed to foster equitable learning and development for children and youth from diverse backgrounds. The cases in this series have been shared with all CASEL stakeholders, including state, district, and school leadership and SEL team members; educators; youth and families; community and research partners; and funders.

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INTRODUCTION

In CASEL’s approach to RPPs, researchers and practitioners come together to identify a problem of practice and develop solutions. This RPP model aligns with CASEL’s approach for integrating continuous improvement into systemic SEL by identifying problems of practice, setting goals, implementing new practices, studying the process, and improving SEL strategy along the way.

The goal of RPPs is mutualistic: both the researchers and the practitioners contribute to, learn from, and benefit from the partnership. This approach is grounded in the prior work of Tseng, Easton, and Supplee (2017), who noted that launching a RPP requires “building a two-way street of engagement,” with both researchers and practitioners committing to developing a long-term, trusting, and mutually beneficial partnership.



This brief will share insights from the RPP between the Minneapolis Public Schools district (MPS) and CASEL. These insights highlight important considerations for RPPs focused on integrating continuous improvement in the implementation of systemic SEL. Like other CASEL partnerships, the MPS-CASEL RPP was also guided by the CASEL Theory of Action, displayed in Figure 1. The CASEL Theory of Action provides a framework for school-, district-, and state-level SEL implementation and is divided into four “focus areas” that each contribute a unique element to SEL policy and practice. These four focus areas are (1) Build Foundational Support and Plan, (2) Strengthen Adult SEL, (3) Promote SEL for Students, and (4) Reflect on Data for Continuous Improvement.

Figure 1 presents the focus areas in a cycle, indicating that ongoing work in each focus area is important to achieve high-quality systemic SEL over time. As the questions in the callout boxes suggest, continuous improvement is an essential aspect of systemic SEL implementation in all four focus areas.

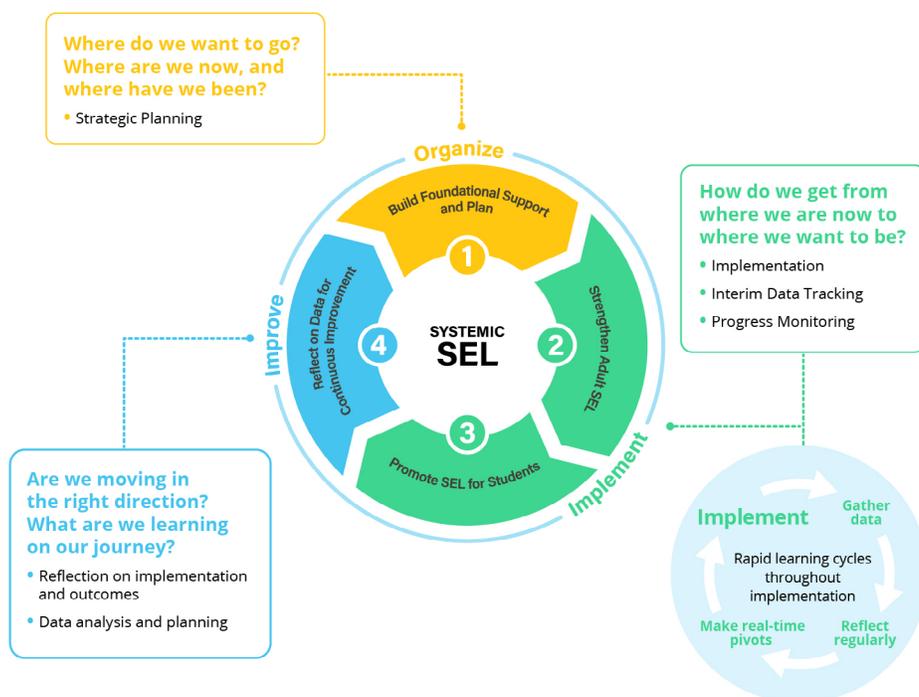


FIGURE 1. Continuous Improvement for Systemic SEL implementation

CASEL Theory of Action. In a cycle of Organize (Focus Area 1), Implement (Focus Areas 2 and 3), and Improve (Focus Area 4), states, districts, and schools can guide their approach to systemic SEL.

The RPP insights presented in this brief align to components of the CASEL District Theory of Action:

Insight 1: Researchers should work closely with district staff to map out the RPP process and ensure it is aligned with district- and school-level SEL goals (Focus Area 1: Build Foundational Support and Plan).

Insight 2: It is helpful for RPP researchers to support school leaders in strategically prioritizing SEL efforts prior to identifying a problem of practice (Focus Area 1: Build Foundational Support and Plan).

Insight 3: School leaders benefit from opportunities to collaborate and learn from each other as they implement systemic SEL (Focus Area 2: Strengthen Adult SEL Competencies and Capacity).

Background on the CASEL-MPS Partnership

MPS has been a member of the CASEL Collaborating Districts Initiative since 2017, and the MPS-CASEL partnership entered its third year in fall 2019. In spring 2019, after having engaged in the “Organize” phase via strategic planning in years 1 and 2, members of the MPS Office of Accountability, Research, and Equity—including the chief of that office; the director of Research, Evaluation, and Assessment; and the SEL team—worked with CASEL consultants and researchers to identify three priorities for the 2019-2020 school year:

1. Finalize the plan for future cohort launch and support.
2. Expand SEL leadership with the associate superintendents.
3. Document SEL implementation and innovative practices, including a continued pilot of the “SEL quick check” assessment with participating RPP schools.

The third priority, focusing on SEL implementation in RPP schools, built on ongoing work by the MPS Office of Accountability, Research, and Equity to support school-level SEL strategy development and continuous improvement for equitable learning outcomes. That priority is the source of the insights shared in this brief.

In early October 2019, MPS shared a list of schools that would participate in the RPP with CASEL. All schools were enthusiastic about engaging in inquiry about their SEL implementation and working with CASEL to improve their practice. Throughout the fall, CASEL organized a series of “launch” activities to introduce schools to the RPP idea and begin building collaborative relationships among participating schools, CASEL, and district-level SEL and Research, Evaluation, and Assessment (REA) staff.

In the winter of 2019, CASEL engaged with schools to learn more about their current SEL work, schools’ potential problems of practice for the RPP, and the questions schools had regarding the RPP process. From December 2019 through February 2020, CASEL and MPS district-level staff visited schools to continue to learn about their work and to define features of the RPP process such as guiding questions and sources of data. Unfortunately, just as this work was advancing, districts across the country, including MPS, were affected by the COVID-19 pandemic school closures, bringing the RPP work to a halt as school leaders turned their attention to immediate day-to-day needs of students, families, and staff.

The remainder of this brief reflects on the learnings to date based on the problem of practice guiding the overall RPP: “How do strategies used in MPS to implement SEL in service of equitable learning environments for children and youth align with the continuous improvement components of CASEL’s district-level theory of action?” The insights were developed from a group interview with MPS REA staff, a group interview with the CASEL team of consultants and researchers supporting the MPS partnership, and CASEL team reflections developed over the course of the RPP.

Insight 1: Researchers should work closely with district staff to map out the RPP process and ensure it is aligned with district- and school-level SEL goals.

Anchored in Focus Area 1 of [CASEL’s District Theory of Action](#) (“Build Foundational Support and Plan”), this learning highlights the need for clearly defining district-level SEL goals and the development of shared agreements across units (SEL, REA, etc.) to design a plan for school-level SEL implementation and continuous improvement.

Prior to the fall 2019 launch, our CASEL team worked with MPS REA staff to discuss plans for the RPP. In alignment with the RPP model of centering the work around practitioners’ problems of practice, REA staff developed guiding questions to inform the RPP. The guiding question presented in this brief’s “Background” section was the culmination of questions raised by the district REA team. In fall 2019, REA leadership approved CASEL as an RPP partner working with participating schools to develop individual RPP projects. Each school would identify a problem of practice that focused on implementing SEL in service of equity.

The CASEL researchers then began working with the participating RPP schools to identify problems of practice. This process involved reviewing School Improvement Plans (SIPs), SEL goals, and SEL data. The CASEL team also visited schools to conduct walkthroughs using the [CASEL Indicators of Schoolwide SEL Walkthrough Protocol](#). The walkthrough protocol is based on the ten [Indicators of Schoolwide SEL](#) and provides observers with concrete items to look for in relation to student experience and staff practice. The tool is commonly used by school- and district-level staff to understand the nature of schoolwide SEL practice and inform SEL strategy improvement.

Upon sharing updates from these school visits and walkthroughs with MPS district staff, CASEL staff learned a more coordinated approach would be necessary. This initial meeting and walkthrough process helped schools make progress toward identifying problems of practice and helped CASEL learn about schools’ work, but the process did not allow district SEL and REA staff to engage in the learning process alongside the CASEL team.

Additionally, the collected school-level data did not necessarily speak to district-level data needs. For example, at some schools, the walkthrough team focused only on certain indicators that were most relevant for that principal and SEL team. While this was helpful for the school’s needs, the district REA and SEL teams did not always have consistent data across schools. Our interview with members of the district REA team highlighted this tension:

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And I just feel like that’s our consistent tension—how do we strike that balance between having the systems perspective and getting some information at a district level, but not being too broad or too vague to not then actually have it be actionable or useful at a school perspective? ”

One of our consistent challenges is as district-level staff, I feel like we try to regularly put on the systems-level hat, and from a systems perspective, it feels a lot more sustainable to have all your schools doing a similar measurement, both for the ability to draw conclusions, and then make decisions around PD and support... I think the challenge we found with trying to utilize a common tool or common measurement is that it then wasn't necessarily specific enough to what schools were actually doing to then be as valuable from a school implementation perspective. And I just feel like that's our consistent tension—how do we strike that balance between having the systems perspective and getting some information at a district level, but not being too broad or too vague to not then actually have it be actionable or useful at a school perspective?

An interview with CASEL staff similarly highlighted the importance of aligning school-level strategic planning and measurement to district-level efforts, with a CASEL research associate sharing:

In conversations with school teams, we tried to get them to think deeply about how they were measuring outcomes. We encouraged them to think about all the data they were collecting at the school level, whether or not it was aligned with the implementation activities they were engaged with, and to consider if the district was already collecting similar data. I wanted to stress the importance of not overwhelming students and teachers with assessments. Instead take stock of the data collection efforts already in place.

This statement confirmed the need for a more coordinated strategy, and our CASEL team revised our approach to working with individual RPP schools. The CASEL team began working more closely with a district data scientist to plan visits to schools and conduct walkthroughs. CASEL research associates had conversations with the data scientist to better learn what types of data she was collecting that could help us to understand the work of individual schools. We shared more about the CASEL approach to integrating continuous improvement into SEL implementation and how the walkthrough data we were collecting could be summarized for use by the district. After initial visits with each of the RPP schools, our CASEL and MPS teams discussed the path forward for supporting RPP schools and working collaboratively.

One collaborative effort that was derived from this plan was the development of a professional learning session for all cohort schools districtwide to support their revision or development of a schoolwide vision for SEL. The work with individual RPP schools highlighted this as an area of interest for those schools. After sharing this learning with the district SEL team, the CASEL team came together with the district SEL team to facilitate the “re-visioning” professional learning session for a broader group of cohort schools (not just RPP schools). This was an initial intention of the RPP—to take school-level learnings and use them to support the improvement of districtwide SEL strategy.

Our initial approach to working with individual RPP schools grew out of a need to push forward given a tight timeline and the enthusiasm of schools and the district. However, we soon understood that moving more slowly and being thoughtful about the collaborative planning process would be important to ensure that the inquiry could support both school- and district-level needs.

Insight 2: It is helpful for RPP researchers to support school leaders in strategically prioritizing SEL efforts prior to identifying a problem of practice.

Our work with RPP principals revealed the importance of supporting school leaders in the strategic prioritization of SEL efforts as a critical component of systemic SEL implementation. This learning aligns to CASEL's Theory of Action Focus Area 1 ("Build Foundational Support and Plan") because it highlights the importance of outlining the SEL vision, long-term priorities, and goals before identifying, implementing, and assessing the effectiveness of short-term strategies via an RPP problem of practice.

This need for strategic prioritization became apparent during a workshop that CASEL facilitated for three partner schools. (The workbook used to facilitate the workshop can be found in the Appendix.) The CASEL team entered the workshop with the goal of working with principals to identify their RPP problems of practice.

During the workshop, principals reviewed their visions for schoolwide SEL and confirmed that those visions still felt right for their current SEL work. A CASEL research associate then led the group in defining their problems of practice by first describing how another participating school in the district had developed its problem of practice. The principals described the vast SEL work that was taking place in their buildings. Two principals shared their initial thoughts for their schools' problems of practice—one focused on adult SEL, and the other focused on implementation of a locally developed SEL program.

Another principal, though, expressed difficulty with identifying a problem of practice, noting that it was challenging to identify "just one" priority for the RPP. This difficulty was in part due to her passion for supporting her students; her school had already developed multiple goals. Reflecting on the workshop, the CASEL research associate facilitator shared:

[We found principals saying] 'I really want to engage with this project and pick a problem of practice, but we have major discipline and cultural issues going on we have to attend to...' In an ideal/perfect world we would say, 'great chance to embed the SEL work and identify one priority for the RPP,' but when you are constantly trying to react to situations, whether it be safety, or making sure people feel belonging and a part of their school community, which are all SEL-related, it's difficult to convince the principal to select just one problem of practice to focus on.

Despite the principal's enthusiasm about the RPP, it was difficult to define a problem of practice without first prioritizing and defining goals for SEL. While the school had an SEL vision and logic model, our work revealed challenges with using these tools to guide the work given the school's various priorities. This experience underscored the importance of grounding the RPP in a principle of mutualism so that it serves the needs and realities of all engaged parties. In this case, that would mean supporting the principal in the process of prioritizing goals for schoolwide SEL.

For our CASEL team, this learning revealed how critical it is to support principals in their SEL strategic planning process before defining a problem of practice. In the future, we plan to collaborate even more thoughtfully to support principals with selecting one to two annual priorities to move closer to their vision, developing concrete goals for each of those priorities, collecting data to track progress, and using data reflection to inform improvement. While our ambitious plan to define a problem of practice during the workshop was not "wrong," it could not happen without first supporting principals during the important step of strategic prioritization of their school's SEL goals.

Insight 3: School leaders benefit from opportunities to collaborate and learn from each other as they implement systemic SEL.

Our work with individual schools revealed the importance of collaboration among school leaders to support continuous improvement of their SEL implementation. This learning speaks to CASEL Theory of Action Focus Area 2 (“Strengthen Adult SEL Competencies and Capacity”) by highlighting the importance of collaborative learning communities for adults as they engage in strategy development to support students’ SEL.

Prior research has emphasized the important role of collaborative learning in school leaders’ professional development (Timperley, 2011). In a study of principal professional learning, Grissom and Harrington (2010) found mentoring relationships, where newer principals learn from and solve problems of practice with more experienced principals, to be positively associated with teachers’ ratings of principal performance and with a school passing district and state standards. Zepeda, Parylo, and Bengtson (2014) similarly highlighted the importance of principals learning alongside more experienced peers, as well as participating in collaborative learning communities and action-oriented professional learning opportunities.

While the MPS SEL team and CASEL were important coaches and resource providers, school leaders provided a peer perspective for what it means to plan for SEL, monitor progress toward goals, and continuously improve schoolwide practices. Lacking adequate opportunities to do this in the past, school leaders developed impromptu learning opportunities by contacting other school leaders and asking if they could visit to “see” SEL in action. A CASEL researcher reflected on a conversation with school leaders stating:

*“...One of the things that a few of the principals said [is] what they’re truly craving ... is being able to learn from one another, and the fact that there were such limited opportunities to do that, the way they were talking about it was kind of a ‘go rogue’ experience where they would say, ‘You know what, I really wanted to go to [another principal’s] school, to see how they were handling restorative practices there.’ And then they went, and they just figured it out for a half-day in terms of their own substitutions. **And I think that’s something that school leaders are craving—being able to discuss and coach one another....**”*

As previously discussed, the CASEL-MPS team developed a workshop to support cohort schools in revising or developing visions for schoolwide SEL. Learning that schools wanted opportunities to learn from each other, the CASEL team asked an RPP school principal to co-present during the visioning workshop. During a visit to the school in fall 2019, our CASEL team was introduced to the school’s collaborative and inclusive process for developing its SEL vision and strategic plan. The school’s SEL team described how it brought together school stakeholders including students, families, and staff, to talk about their visions for outcomes for their students.

Those stakeholder gatherings resulted in a vision and strategic plan that now guides the school’s SEL work. The process was grounded in a concern for equity and inclusivity by inviting stakeholders with varied perspectives. Additionally, the schools’ strategic planning process resulted in a framework that prioritized equity in the school’s vision, goals, and practices. Hearing this approach, our CASEL team thought it would be important for other schools to hear from this school’s leadership.

At the visioning professional learning session, this school's SEL leadership described its strategic planning process and schools asked questions before workshoping their own SEL visions. Session feedback showed that prior to the session, only three out of eight respondents had been involved in their school's processes for developing a vision for SEL. The five who had not been involved represented five different schools. Thus, the session provided an opportunity for schools to come together to learn about one school's collaborative process for developing its SEL vision and strategic plan and to engage in their own SEL strategic planning.

After this large-group session, the small-group workshop mentioned in Insight 2 took place. During this workshop, a smaller group of three school principals worked to define their RPP problems of practice. This workshop provided an opportunity for the principals to not only engage in a facilitated process with CASEL, the district SEL team, and district REA staff, but it allowed the school leaders to dialogue with and learn from each other along the way.

Our CASEL team learned the value of school leaders being able to learn from and collaborate with each other as they navigate similar paths to improving schoolwide SEL. Future plans for supporting groups of schools will prioritize bringing schools together more often.

Developing a Path Forward to Collaborate with Districts on SEL Continuous Improvement

The insights highlighted in this brief reveal some lessons learned by the MPS district-CASEL team that came together to support continuous improvement of SEL implementation in participating RPP schools. At its core, each insight required a depth of thought and collaboration during the early phases of the RPP that could serve as a foundation for subsequent aspects of the work. Clearly defining RPP goals, guiding questions, and sources of data will continue to be an important feature of these collaborative efforts moving forward. Learning from school leaders about the priorities and realities they navigate as they engage in the RPP work will be critical. And ensuring that the RPP prioritizes bringing leaders together to learn with and from each other will help leaders continuously improve their systemic SEL strategy. Our MPS-CASEL team looks forward to using these learnings to inform future collaboration together, and we hope these insights can inform similar RPP efforts.

» RECOMMENDATIONS

1. Before project launch, work closely with a district research and evaluation representative and district and school SEL leadership to map out the RPP process, defining district- and school-level SEL goals and measurement and how the RPP will build on and support this work.
2. Directly coach school leaders to support their strategic prioritization of SEL efforts, using the school's SEL vision and short- and long-term SEL goals as a guide.
3. Develop frequent opportunities for school leaders to learn from each other as they navigate the SEL implementation journey, solve problems of practice, and improve school-level SEL strategy.

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Appendix : Workbook from RPP School Continuous Improvement Workshop

FACILITATOR'S AGENDA

Continuous Improvement Workshop With RPP School Leadership Teams

Objectives

After this workshop participants should...

1. Have identified a formalized problem of practice to focus on for the RPP that focuses on the academic, social, and emotional development and making learning environments more equitable.
2. Be able to make clear connections between their problem of practice with short-term goals and their School Improvement Plan.
3. Have reviewed metrics and other data points pertinent to established problem of practice.
4. Be able to draft actionable next steps to move closer to reaching short-term goals related to their problem of practice.

Housekeeping Items

Facilitator: Ask if these three schools would be interested in co-presenting a breakout session about their RPP work at 2020 SEL Exchange Conference.

Workshop

Facilitator: The following questions are written as if teams should reflect on what is being asked. However, as you all engage and provide responses, teams should think about the feasibility of what they are offering as solutions, and provide specific examples and proof points.

We have provided some examples, at the bottom of each text box, from another RPP school who is participating in the RPP as a cohort school.

Temperature Check

Facilitator: This temperature check is here to gauge how things went this morning. I've provided what I saw on your school webpage or saw in supporting documents as your SEL vision.

It is understood that you may have an overall vision that includes SEL, so as we work through the prompts and questions below, let's think about the vision you already created or the newly revised vision that you worked on this morning.

- How do you feel about your current SEL vision?
- Does the work that you have been doing still hold true as a path towards this vision?

Facilitator: This is more of an overall vision, but we wanted consistency with what we were offering as an example. The other RPP school team was present at the visioning PD this morning, so they may have a more specific SEL vision now.

[Example vision from another RPP school]

Check Thinking of Problem of Practice (PoP)

How did you come to identify this PoP?

Facilitator: A PoP is an area or obstacle that a school or school district identifies and is grappling with that focuses on implementation, is directly observable, is actionable, and connects to a broader strategy of improvement.

Additionally, in our RPP work, we also add that the PoP directly lends itself to relevant research questions that practitioners determine that frame the RPP project.

Once you engage with some of the questions below, I'd like to come together and share out what each team has identified and how you all came to this PoP.

Optional: We should be able to confirm at this stage if it has a short-term focus, and if it aligns with how we are thinking about a PoP.

A PoP is an area or obstacle that a school or school district identifies and is grappling with that focuses on implementation, is directly observable, is actionable, and connects to a broader strategy of improvement.

- Did data inform this decision? If yes, what data specifically?
 - Was this a call out informed by students? Families? Larger community?
 - If no data or a callout from stakeholders helped to develop the PoP, then what led your team to come to this problem of practice?
 - Does it relate to academic, social, and emotional development to help create more equitable learning environments?
-

Assessing the need:

- Critical reflection and discussion of teacher's personal experiences with students at the other RPP school.
- Teacher diaries to assess the need (e.g., what are you already doing and where do you see opportunity/need to expand integration of math into SEL).
- Teacher reported Empathy Mapping that explored, "What does a student say, do, think and feel when they are struggling during math instruction?"
- Data reflection of MCA math scores and related data.

Other school's PoP: (**Facilitator:** Essentially teachers felt like they did have the time or energy to do this type of innovative, problem-solving process, and the continuous improvement of this PoP.)

1. Need for a process where teachers have time/space to collaboratively brainstorm, action plan, and innovate strategies for integrating SEL into math class.
 - > Gain a better understanding of how to best support teachers in bringing innovation to their instruction by integrating social emotional learning, particularly during math class.
 2. Understand what it looks like in practice when instructional strategies for integrating SEL into math instruction purposefully promote educational equity.
 - > Explore how teachers can leverage SEL in their classroom as a strategy for promoting educational equity.
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School Improvement Plan (SIP) Goals

Facilitator: The SIP goals that were created should actually be the same or at least speak to your short-term SEL focus goal, but be contributing to the long-term goals that were identified.

CASEL proposes developing long-term goals first, directly from the vision, before developing short-term goals.

Optional: However, we understand that due to the nature of this project and the work that we are doing together, we are focusing specifically on short-term work for now.

- How well are aspects of the vision aligning to your SIP goals?
- Do the components of the SIP still clearly align with the short-term goals?

> Definitions of goals:

Long-term goals: The ultimate goals that your school is driving toward. These are projected for 3-5 years in the future. These goals often focus on student and adult outcomes.

Short-term goals: Feasible and compelling goals that are projected 1-2 years in the future. Short-term goals lead up to longer-term goals and represent important milestones in a multi-year implementation process. These goals often focus on important achievements in the implementation process, and intermediate outcomes you would expect for students and adults.

- Does the problem of practice you identified feel like a long-term or short-term goal?
- If it is more of a long-term goal, you should pivot and spend some time now drafting some of the short-term goals that speaks to the problem of practice?

Facilitator: The other RPP school's PoP was a wondering from a lead teacher. [Example SIP goal from other RPP school]

Actions and Activities

Facilitator: As you all consider the PoP and how it is informed by your goals, this next section is to help organize the ways in which you all improve upon what was identified as a PoP. What activities, actions, and resources need to be implemented to see positive change or movement academically, socially, and emotionally.

- What are the activities and strategies you all have acted upon up until this point to make improvements to the conditions that are related to the identified problem of practice?

> Definitions:

Activities: Actions that are implemented to achieve desired outcomes.

Inputs: People, funding, and other resources needed to complete the activities.

- What inputs are related to these particular activities and strategies?
- Are you satisfied with those activities, strategies, and the inputs that support them? How may they be improved upon?

Facilitator: In the other RPP school's example, you can see how these activities are directly related to their PoP.

Example Activities from Other RPP School:

1. CASEL-facilitated PLCs (topics relate to their PoP)
2. Teacher-led book study
3. Biweekly check-ins with the teacher team leader
4. 30-minute check-ins with school leadership to check in with updates around PLC, alignment of the PoP to schoolwide goals, and high-level planning for next steps
5. Data reflections (student surveys with different lens of social-emotional competence, gender, and race/ethnicity) using an adaptation of the ATLAS protocol

Measuring Outcomes

Facilitator: Measuring outcomes and reviewing data is an important part of this process. It's how we can answer the question of, "How do we know if any of this works?" Measures can be quantitative and qualitative. Data can be represented in many ways, but what is important here is to ensure the instruments you use are answering or speaking some aspect of the PoP or associated research question. Oftentimes, instruments are chosen that do not really get at the question being examined or investigated.

- How will you know the implemented strategies or activities did or did not work?
 - > A review of data? What measure?
- Currently what metrics are in place to progress monitor and measure your short-term goal?

[Example measure from the other RPP school]

- Student surveys that measured their perceptions of their social-emotional abilities as it relates to math as well as their perceptions of their peers, parents, and teachers' attitudes towards math.
- Teacher diaries documenting how teachers identify how they were already integrating SEL into math instruction and for coaching around implementation.
- SEL Learning Walks (using the walkthrough tool) – Specifically focusing on indicators to measure instructional practices regarding math instruction as a way to inform coaching.
- MCA standardized test (math)

Next Action Steps

- What are some next action steps?
 - > Given your reflection today on your problem of practice, current strategies in place, and progress you've made related to improving the condition related to your problem of practice:
 - o What are 2-3 next steps you would like your SEL team to accomplish in the next month that will help to move your work around the problem of practice forward?
 - What will the team need to make this happen (e.g. people, resources, etc.)?
 - Who will be responsible for "owning" this action step?
 - o What is an idea or a question you have about a next step that you need to gather more information, or other perspectives on?
- How will these next action steps or improvements to activities or strategies be measured?
 - > What are some reasonable check-in points between now and March 20?
 - > How does reviewing progress on these action steps fit in with other school continuous improvement processes?