



**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Sustainability Guide

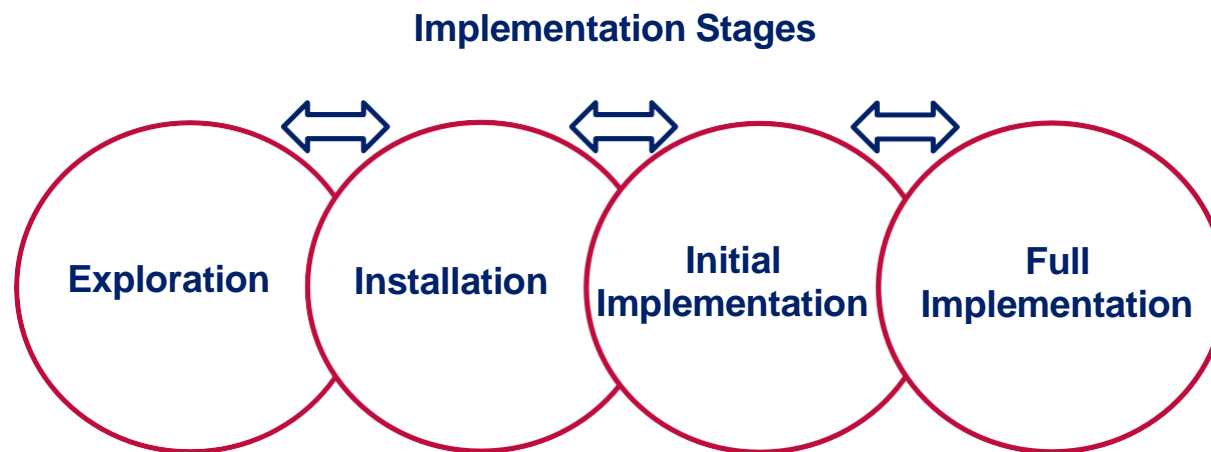


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The systems change process developed in the AZPLS modules supports high levels of sustainable implementation over time. The systems embedded from the start provide direction for the Building Leadership Team, Collaborative Teams, and District Leadership Team to reflect and refine their implementation practices.

Sustainable implementation is not a sequence of events but rather a more dynamic flow to the work, and teams must have a foundational knowledge of the stages of implementation to reach sustainable outcomes. Implementation is a process involving multiple decisions, actions, and corrections to change the structures and conditions necessary to successfully implement and sustain new systems and high-leverage practices. Research suggests it can take from two to four years to fully and successfully operationalize an evidence-based program, practice, or effective innovation (Bierman et al., 2002; Fixsen, Blase, Timbers, and Wolf, 2001; Panzano and Roth, 2006; Prochaska and DiClemente, 1982; Saldana et al., 2011). Notice that each stage of implementation does not cleanly end as another begins. Often stages overlap with activities related to one stage still occurring as activities related to the next stage begin. Likewise, stages may be revisited when circumstances change. These stages can guide a systematic and intentional approach for managing system change and building sustainability for the new areas of focus.



Exploration is identifying the need for change, learning about possible high-leverage practice that may provide solutions, learning about what it takes to implement the innovation effectively, developing a team to support the work as it progresses through the stages, growing stakeholders and champions, assessing and creating readiness for change, developing communication processes to support the work, and deciding to proceed (or not).

Installation is securing and developing the support needed to put a new approach or practice into place as intended, developing feedback loops between the practice and leadership level in order to streamline communication, and gathering feedback on how new practices are being implemented.

Initial Implementation is trying out new skills and practices and getting better in implementation. In this stage, you are gathering data to check in on how implementation is going and developing improvement strategies based on the data. Implementation supports are refined based on data. For example, we might find that a new skill educators are using as part of literacy teaching and learning could be further strengthened by additional coaching; so we would think about how to embed these strategies into ongoing coaching opportunities and how to gather data on if coaching is leading to the improved use of this skills.

Full implementation is achieved when the new practice or approach has stabilized, and you are seeing the consistent use of the new practice is resulting in improved student outcomes. You also see that strategies to gather feedback for improvement by using the three questions inquiry cycle are highly functioning and providing routine information on how the new practice is going and how the supports are functioning.

Sustainability planning and activities need to be an active component of every stage and attention to both financial and programmatic sustainability is required.

Financial sustainability involves ensuring that the funding streams for delivering the new practice are established, adequate, and sustainable. This means funding for teacher, staff, and administrative time.

Programmatic sustainability involves ensuring that the implementation infrastructure is established, reliable, effective, and sustainable. The infrastructure needed to ensure continued quality implementation includes plans and activities for:

- Continuing to provide timely and effective training, coaching, and fidelity measurement processes.
- Making data-driven decisions for continuous improvement and problem solving.
- Ensuring that policies and procedures continue to support and facilitate full implementation.

AI Hub. Module 1: An Overview of Active Implementation Frameworks. Framework 2: Implementation Stages. State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN). Retrieved from <https://nirn.fpg.unc.edu/module-1/implementation-stages>.

Building a common language used by the Building Leadership Team, Collaborative Teams, and District Leadership Team about the stages of implementation and conceptual thinking for sustainable change will provide a strong foundation for problem solving and action planning.

AZPLS Systems Overview

The systems of the Arizona Professional Learning Series support schools and districts in implementing sustainable change. The systems are not directly taught like the content of professional learning modules but are embedded throughout the modules and guided with technical assistance. Each system enhances the next creating procedures and processes for teams, teachers, leaders, students, and parents to be part of a learning community that ultimately supports the literacy achievement for every student.

Each system has a comprehensive guide providing the “HOW” with several supporting documents to lead teams, teachers, and leaders with the direction of their work. The guides naturally connect the systems together to support and enhance sustainable implementation.



AZPLS Systems



Professional Learning: The system of intentional professional learning is ongoing and guided by the collaborative team’s action planning and data analysis to determine focus area needs. It is a natural system of sustainability and focused implementation efforts.



Teams: The District Leadership Team (DLT), Building Leadership Team (BLT), and Collaborative Grade Level Teams interact to implement the strategies supporting systems change. The infrastructure, structure, and collaboration process increase team efficacy with data analysis and action planning to develop focus areas and strategies for professional learning, coaching, and parent engagement. Teacher efficacy increases in planning instructional teaching and learning strategies to meet the needs of every student.



Leadership: Leaders are provided with knowledge and tools for inclusive leadership with shared leadership practices supporting equity of everyone working collaboratively toward the same outcomes.



Action Planning: An action plan is critical to the organization and support of sustainable implementation. There is a specific format that gives the staff opportunities to provide input of their ideas and needs. Using this input with aligned data analysis, the BLT designs the action plan to develop intentional ongoing professional learning, coaching supports, and a strong family and community connection to literacy.



Data: An extensive collection and analysis plan drives implementation and demonstrates progress. Each data tool is created specifically for the Arizona Professional Learning Series to ensure fidelity through the process of systems change. To reinforce the teams' work toward systems change, data analysis is supported by using the three inquiry questions: Where are we headed? Where are we now? How will we close the gap?



Coaching: The coach follows a guided coaching plan to assist in whole school, grade level teams, and individual teacher needs to move the systems change process forward. This is accomplished through ongoing job-embedded professional learning connected to the action plan focus areas driven by teachers.

The AZPLS connects the systems together to support sustainable implementation efforts. The three questions inquiry cycle will be incorporated into every aspect of systems change, data reflection, implementation, and sustainability planning within the action planning process (Action Plan template, page 5). The Building Leadership Team and District Leadership Team will use the same process to complete quarterly reviews and reflections toward attaining sustainable implementation.



Where are we headed? Sustainable implementation of all systems to increase literacy achievement for all students.

Where are we now? Beginning the AZPLS professional learning module series to establish systems change that supports sustainable implementation of all systems to increase literacy achievement for all students.

How will we close the gap? Work through the step-by-step processes of the AZPLS to implement and sustain implementation leading to sustainable implementation of all systems to increase literacy achievement for all students.

Date Delivered to Staff ____ / ____ / ____	Collaboration: Implement strategies to strengthen infrastructure, structure, and process of high-performing Collaborative Teams. Identify school culture perceptions to improve and support inclusive practices.			
Where Are We Headed? <i>Focus Area Goal</i>	Where Are We Now? <i>Baseline/Date</i>	How Will We Close the Gap? <i>Strategies</i>	Who Is Responsible?	When Will It Be Accomplished?
Quarter 1 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 2 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 3 Target: _____ Actual: _____	Focus Area Progress:			
Quarter 4 Target: _____ Actual: _____	Focus Area Progress:			
Sustainability Plan	Next Steps:			

The modules provide a framework that progressively supports sustainable implementation. The structure of the module content, coaching strategies, and evidence-based practice implementation provides the foundation for increasing knowledge, skills, and achievement for all students. Each module sets the foundation for the following modules.

Module 1 Introduction: Associate the overview of six professional learning modules and school site alignment with systems change to enhance teacher growth and student success. Systems include collaborative teams, professional learning for teachers and parents, action planning, data analysis and decision making, coaching, and inclusive leadership.

Module 2 Collaboration: Implement strategies to strengthen infrastructure, structure, and process of high-performing collaborative teams. Identify school culture perceptions to improve and support inclusive practices.

Module 3 Formative Assessment: Identify the Dimensions of Formative Assessment and begin implementation with Learning Goals and Criteria for Success. Identify and implement concepts that promote collaborative planning and collaborative classroom learning cultures.

Module 4 Literacy Strategies: Implement evidence-based teaching and learning strategies that improve vocabulary and comprehension skills through schoolwide intentional collaboration and instructional planning for increasing literacy achievement of all students.

Module 5 Literacy Strategies: Implement evidence-based strategies to provide opportunities for extended discussion of text meaning and interpretation and peer feedback through schoolwide intentional collaboration and instructional planning for increasing literacy achievement of all students.

Module 6 Differentiation: Implement evidence-based teaching and learning inclusionary practices and increase student motivation and engagement through schoolwide intentional collaboration and instructional planning for increasing literacy achievement of all students.

All teachers, students, and parents will implement and support teaching and learning strategies from each module that will lead to sustainable implementation and increased literacy achievement of every student.

AZPLS Learning Goal and Criteria for Success

Throughout the modules, a focus is on learning goals and criteria for success or the intentions and how those intentions will be measured. The AZPLS goal and criteria for meeting that goal are:

Learning Goal: Close the literacy achievement gap between students with specific learning disabilities and their peers without specific learning disabilities through a process of systems change with implementation of evidence-based teaching and learning strategies that meet the needs of all students.

Criteria for Success: Create sustainable systems change by implementing a progression of evidence-based teaching and learning strategies. *Note: Implementation with high levels of fidelity takes 2–4 years.*

To ensure the learning goal focus areas in each module are met with fidelity, evidence will be identified and analyzed through AZPLS measurement tools with set criteria. The data analysis will guide the systems change and sustainable implementation process.

AZPLS Sustainable Implementation

Creating sustainable systems change is cyclical in nature. A logic model is provided on page 8 to support adult practices. For successful and sustainable implementation, it takes all the AZPLS systems (Leadership, Teams, Data, Coaching, Professional Learning, and Action Planning) working together. These systems are organized to enhance the practices of teachers, administrators, and parents to support student literacy achievement.

Cycle of Sustainable Implementation

WHERE ARE WE HEADED?

Sustainable Implementation

- Implementation of All AZPLS Systems
- Inclusive Leadership
- Collaborative Teams
- Formative Assessment
- Explicit Vocabulary and Comprehension Strategy Instruction
- Extended Discussion of Text Meaning and Interpretation
- Student Engagement in Literacy
- Differentiated Instruction

WHERE ARE WE NOW?

Data

- Fidelity of Implementation
- Classroom-Based Observation Checklist
- Collaborative Team Meeting Checklist
- Perception Surveys of Inclusive Practices
- Sustainability Review and Reflection
- Coaching Survey
- Benchmark Data
- State Assessment Data
- LRE Data

Action Plan

HOW WILL WE CLOSE THE GAP?

Schoolwide Professional Learning Plan

Parent Events

Coach Service Delivery Plan

Create Focus for:

- Collaborative Teams
- Individual Teachers

Teacher Professional Learning Plan

Collaborative Teams and Individual Teachers Create Goals

Site Leadership Empowers the Following Steps:

1. Use data analysis and the voice of the teachers to determine if the action plan focus areas need adjusting.
2. Develop a professional learning plan addressing the areas of need.
3. Align the coach service delivery plan with the action plan focus areas. Provide teachers with next level professional learning through reflection, modeling, planning, co-teaching, or reteaching concepts.
4. Teacher and collaborative teams develop goals and reflect on their implementation with the support of coaches.

Outline Your Plan

- ✓ Describe how your team defines what you are implementing, so others realize this is the way you collaborate, analyze data, action plan, provide coaching support, provide professional learning to parents, etc.
- ✓ Describe how your team trains new staff.
- ✓ Describe how your team will continue to communicate progress toward the action plan focus areas.
- ✓ Describe how your team will continue to analyze and communicate data.
- ✓ Describe how your team will continue to celebrate implementation.

The AZPLS Sustainability Review and Reflection ensures policies and procedures are in place to sustain all AZPLS systems and the implementation of teaching and learning strategies with fidelity. The AZPLS three questions inquiry cycle guides the Sustainability Review and Reflection to ensure continuous progress toward increasing literacy achievement of all students.



Where are we headed? Implementing with fidelity all AZPLS systems and teaching and learning strategies with all items of the AZPLS Systems Change Sustainability Review and Reflection fully in place.

Where are we now? Beginning to collaboratively discuss and work through the AZPLS Sustainability Review and Reflection with current AZPLS data reports and analysis.

How will we close the gap? Collaboratively analyzing the AZPLS Sustainability Review and Reflection results with our current action plan focus areas and making updates and/or adding additional areas of need.

Who completes the AZPLS Sustainability Review and Reflection?

All staff, including Building Leadership Team members and District Leadership Team members, complete the AZPLS Sustainability Review and Reflection annually.

Staff Process for Completing the AZPLS Sustainability Review and Reflection

1. Individuals complete sections C–I.
2. Collaborative Teams discuss individual results and create a master review and reflection form from team member consensus.
3. Collaborative Teams reflect on the current action plan and provide suggestions to update or add areas of need.
4. Collaborative Teams share master appraisal forms and suggestions for action plan focus areas with the Building Leadership Team.

Building Leadership Team (BLT) Process for Completing the AZPLS Sustainability Review and Reflection

1. BLT members individually complete sections B–I and come to consensus on a master document.
2. BLT members analyze their review and reflection and the review and reflection from the Collaborative Teams to arrive at consensus for updates to the action plan focus area needs.
3. The BLT shares results with the Collaborative Teams and gives a presentation to the District Leadership Team.
4. The BLT creates a schedule for review and progress updates during the year.

District Leadership Team (DLT) Process for Completing the AZPLS Sustainability Review and Reflection

1. DLT members individually complete section A and come to a consensus on a master document.
2. The DLT processes the BLT's Sustainability Review and Reflection presentation summary and update of their action plans.
3. The DLT considers their self-reflection and the summaries presented by the Building Leadership Teams and collaboratively creates a plan for any focus areas that requires district level support.
4. The DLT creates a schedule for review and progress updates during the year.

The AZPLS Sustainability Review and Reflection ensures you have policies and procedures in place to sustain all AZPLS systems and the implementation of teaching and learning strategies with fidelity. The AZPLS three questions inquiry cycle guides the Sustainability Review and Reflection to ensure continuous progress toward increasing literacy achievement of all students.



Where are we headed? Implementing with fidelity all AZPLS systems and teaching and learning strategies with all items of the AZPLS Systems Change Sustainability Review and Reflection fully in place.

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4. Collaborative Teams share master appraisal forms and suggestions for action plan focus areas with the Building Leadership Team.

Building Leadership Team (BLT) Process for Completing the AZPLS Sustainability Review and Reflection

1. BLT members individually complete sections B–I and come to consensus on a master document.
2. BLT members analyze their review and reflection and the review and reflection from the Collaborative Teams to arrive at consensus for updates to the action plan focus area needs.
3. The BLT shares results with the Collaborative Teams and gives a presentation to the District Leadership Team.
4. The BLT creates a schedule for review and progress updates during the year.

District Leadership Team (DLT) Process for Completing the AZPLS Sustainability Review and Reflection

1. DLT members individually complete section A and come to a consensus on a master document.
2. The DLT processes the BLT's Sustainability Review and Reflection presentation summary and update of their action plans.
3. The DLT considers their self-reflection and the summaries presented by the Building Leadership Teams and collaboratively creates a plan for any focus areas that requires district level support.
4. The DLT creates a schedule for review and progress updates during the year.

	Items	Fully in Place	Partially in Place	Not in Place	
<p style="text-align: center;">A.</p> <p style="text-align: center;">District Leadership Team (DLT)</p>	1. Clearly define and support the district's vision for the AZPLS systems change and continue to clearly communicate the vision and level of support to school sites.	2	1	0	
	2. Continue to support implementation needs for systems change, using the three inquiry questions and data to support implementation and sustainability needs of the AZPLS.	2	1	0	
	3. Clearly define the role and vision of AZPLS coaching at the building level and continue to support ongoing professional learning for coaching at the district level.	2	1	0	
	4. Continue the professional learning and coaching supports to maintain skillful use of the AZPLS systems and teaching and learning strategies.	2	1	0	
	5. Continue to meet regularly on set days and times with the Building Leadership Team.	2	1	0	
	6. Continue to establish time for school leaders to collaborate within and across schools to discuss common areas of need and strategies for addressing them.	2	1	0	
	7. Create and continue to include AZPLS practices in district recruitment and professional learning materials for new hires.	2	1	0	
	8. Continue to provide opportunities for additional schools to initiate systems change with the AZPLS.	2	1	0	
	9. Continue to share the AZPLS progress with the school board.	2	1	0	
	10. Continue to participate in AZPLS successes and celebrations.	2	1	0	
	Individual Column Totals				
	Total (across columns)				

**B.
Building
Leadership
Team (BLT)**

Items	Fully in Place	Partially in Place	Not in Place
1. Continue to use the three inquiry questions, teacher input, and data to support the ongoing implementation and sustainability for site action plan.	2	1	0
2. Continue to maintain a plan for ongoing review of all systems change data and communicated updates to staff, students, and parents.	2	1	0
3. Continue to plan supports for individual and team implementation with sustainability.	2	1	0
4. Continue to support ongoing AZPLS coaching activities.	2	1	0
5. Continue to maintain a plan for AZPLS professional learning and support for new staff.	2	1	0
6. Continue to maintain a plan to continue AZPLS parental involvement.	2	1	0
7. Continue to meet regularly on set days and times.	2	1	0
8. Continue to participate in AZPLS successes and celebrations.	2	1	0
Individual Column Totals			
Total (across columns)			

Items	Fully in Place	Partially in Place	Not in Place
1. Continue to create a focus on schoolwide literacy.	2	1	0
2. Continue to use the three inquiry questions and data to support implementation and sustainability needs of the AZPLS.	2	1	0
3. Continue to set a clear, practical, and impactful vision for quality instruction with teachers.	2	1	0
4. Continue to work collaboratively with teachers through engaging in the three inquiry questions and consistently using evidence to improve practice for what needs to be improved in the school community.	2	1	0

C. School Site Leadership	5. Continue to engage in dialogue with teachers on areas of need for student literacy achievement.	2	1	0
	6. Continue to engage in dialogue with teachers at staff meetings or collaborative team meetings about differentiation and instructional strategies to use in the classroom to meet the needs of all students.	2	1	0
	7. Continue to support a community where collaborative teams and teachers co-construct goals, consistently try strategies learned from each other to meet challenges, and collect evidence of impact.	2	1	0
	8. Continue to conduct walkthroughs and formal teacher observations where formative assessment dimensions are a focus and collect evidence to understand impact.	2	1	0
	9. Continue to facilitate cross-grade teacher collaboration.	2	1	0
	10. Continue to celebrate AZPLS progress and successes of Collaborative Teams and individual teachers.	2	1	0
	Individual Column Totals			
	Total (across columns)			

D. AZPLS Coach	Items	Fully in Place	Partially in Place	Not in Place
	1. Continue to receive full district/building leadership support for reinforcing AZPLS implementation.	2	1	0
	2. Continue to use the three inquiry questions with data to drive decisions for furthering implementation and support sustainability.	2	1	0
	3. Continue to provide ongoing coaching support for AZPLS collaborative and collective work within all Collaborative Teams.	2	1	0
	4. Continue to provide ongoing coaching support for all individual teachers on AZPLS strategy implementation through observations and modeling.	2	1	0

	5. Continue to maintain a coaching log of self-reflection with coaching focus areas and strategies for Collaborative Team and individual coaching.	2	1	0
	6. Continue to collaborate with administrator on updates of the BLT and DLT progress, successes, and challenges with schoolwide implementation.	2	1	0
	7. Continue to complete and analyze annual Fidelity of Implementation Checklists with site administrator to guide support.	2	1	0
	8. Continue to oversee yearly distribution, collection, and analysis of AZPLS Data Tools using the AZPLS Data Portal.	2	1	0
	9. Continue to celebrate AZPLS progress and successes of Collaborative Teams and individual teachers.	2	1	0
	Individual Column Totals			
	Total (across columns)			

E. Collaborative Teams	Items	Fully in Place	Partially in Place	Not in Place
	1. Continue to use the three question inquiry cycle with the formative assessment dimensions and data to guide instructional planning for student success.	2	1	0
	2. Continue to incorporate AZPLS strategies and Arizona ELA Anchor Standards when planning teaching and learning.	2	1	0
	3. Continue to engage with peers to identify instructional strategies for teaching and learning in all subject areas.	2	1	0
	4. Continue to collectively implement AZPLS strategies for teaching and learning across grade levels and in all subject areas.	2	1	0
	5. Continue to provide descriptive feedback to peers to increase positive implementation of instructional strategies.	2	1	0
	6. Continue to ensure all classrooms are safe, positive, and engaging learning environments.	2	1	0

	7. Continue to Include all general education teachers, content area teachers, and special education teachers from one grade level.	2	1	0
	8. Continue to meet and follow the set team structure and process.	2	1	0
	9. Continue to celebrate AZPLS progress and successes of Collaborative Teams and individual teachers.	2	1	0
	Individual Column Totals			
	Total (across columns)			

F. Schoolwide Formative Assessment Intention	Items	Fully in Place	Partially in Place	Not in Place
	1. Continue to use formative assessment dimensions to guide teaching and learning before, during, and after instruction.	2	1	0
	2. All teachers continue to incorporate learning goals and criteria for success throughout teaching and learning.	2	1	0
	3. Continue to use evidence of learning to provide descriptive feedback to students and adjust ongoing teaching and learning.	2	1	0
	4. Continue to utilize tasks and activities with questioning strategies to elicit evidence of student understanding and progress toward learning goals.	2	1	0
	5. Continue to teach students to self-asses by providing opportunities to think meta-cognitively about their learning.	2	1	0
	Individual Column Totals			
	Total (across columns)			

	Items	Fully in Place	Partially in Place	Not in Place
	1. Leadership continues to support a culture of high expectations for all students.	2	1	0
	2. Teachers continue to connect content, process, and product to provide all students with new knowledge and skills in ways that	2	1	0

G. Schoolwide Inclusionary Practices	support their learning needs with varied methods to demonstrate their learning.			
	3. Teachers continue to plan and apply explicit teaching and learning literacy strategies.	2	1	0
	4. Teachers continue to teach the same content and concepts to all students while adjusting to meet the needs of all students.	2	1	0
	5. Teachers continue to provide opportunities for communication, creativity, critical thinking, and collaboration among all students.	2	1	0
	6. Teachers continue to teach/model/think aloud demonstrating how to connect and use strategies to specifically support learning.	2	1	0
	7. Teachers continue to provide multiple opportunities for students to be active participants in the learning process through individual, partner, small group, and whole group activities.	2	1	0
	Individual Column Totals			
	Total (across columns)			

H. All Students	Items	Fully in Place	Partially in Place	Not in Place
	1. Teachers continue to create classroom cultures where students respect each other's learning process.	2	1	0
	2. Teachers continue to create classroom cultures where student know they are partners in learning with each other, their teachers, and their parents.	2	1	0
	3. Leadership and coach walk throughs continue to provide evidence that students use the three inquiry questions to support ongoing self-assessment of their learning progress.	2	1	0
	4. Leadership and coach walk throughs continue to provide evidence that students understand and use criteria for success to attain learning goals.	2	1	0
	5. Leadership and coach walk throughs continue to provide evidence that students use literacy strategies that enhance their learning.	2	1	0

	6. Leadership and coach walk throughs continue to provide evidence that students practice descriptive feedback to support their peers' learning.	2	1	0
	7. All students continue to be invited to participate in AZPLS successes and celebrations.	2	1	0
	Individual Column Totals			
	Total (across columns)			

I. Parents	Items	Fully in Place	Partially in Place	Not in Place
	1. Leadership continues to support a collaborative culture for home and school connections to support literacy learning.	2	1	0
	2. Leadership continues to communicate AZPLS goals and direction to families and the community.	2	1	0
	3. Leadership continues to support a communication plan engaging parents attending parent events focused on learning specific strategies to support students at home.	2	1	0
	4. Leadership continues to ensure parents are invited to participate in AZPLS successes and celebrations.	2	1	0
	Individual Column Totals			
	Total (across columns)			

Sections	Number of Total Points	Divide by	Percentage of Points Earned
A. District Leadership Team (DLT)		20	
B. Building Leadership Team (BLT)		16	
C. School Site Leadership		20	
D. Implementation Coach		18	
E. Collaborative Teams		18	
F. Schoolwide Formative Assessment Intention		10	
G. Schoolwide Inclusionary Practices		14	
H. All Students		14	
I. Parents		8	
Total Points (Sum of Rows A - I)		138	

1. Discuss your scores and reflect on your current action plan and data collection.

2. Come to consensus and prioritize actionable items using the three inquiry questions.

Prioritized Item	Where Are We Headed? Review AZPLS Learning Goal and Criteria for Success.	Where Are We Now? Review current action plan, data collection points, and student outcome data.	How Will We Close the Gap? Enhance current action plan focus areas/strategies or add items to action plan focus areas/strategies.

**3. Set specific quarterly dates to review and revise your action plan using Quarterly Data Collection Tools.
Set a specific annual date to review the sustainability of your work.**

Dates to Review Sustainable Implementation

Q1	Q2	Q3	Q4	Annual

4. Define the following key practices to support sustainably:

a. Describe how your team defines what you are implementing, so others realize this is the way you collaborate, analyze data, action plan, provide coaching support, provide professional learning to parents, etc.

b. Describe how your team trains new staff.

c. Describe how your team will continue to communicate progress toward the action plan focus areas.

d. Describe how your team will continue to analyze and communicate data.

e. Describe how your team will continue to celebrate implementation.

5. Celebrate your sustainable implementation success thus far!