



Illinois State Board of Education

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Theory of Action Statements - Examples

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1. Establish specific district wide Goals and Objectives

Goal 1 Reading¹: The FY13 SIG high school had an average 2012 Reading M/E of __%, therefore it will demonstrate an increase in academic achievement in reading to __% PSAE M/E (2013) and __% in 2014 through the implementation of comprehensive school improvement plans	
Objectives (Levers²)	Evidence of Improvement or Progress³
1.1 Develop and implement targeted Tier II/III interventions for at-risk students	90% of 9 th grade students will be on-track to graduate <i>(Relates to graduation rate and dropout rate metrics)</i>
1.2 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards	50% of students will make expected gains between the Explore to Plan 50% of students will make expected gains between Plan to ACT <i>(Directly relates to achievement metrics)</i>
1.3 Increase student outcomes by increasing AP participation, support systems, and course offerings	% of students who complete AP courses during SY2014 increases by 20 percentage points <i>(Relates to advanced coursework metrics)</i>
1.4 Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions.	Increase student attendance rate by 5% each quarter Out of school suspensions will decrease by 10% each quarter for 9 th graders <i>(Relates to student attendance and discipline metrics and extended time requirement)</i>
1.5 Increase the quality of differentiated instruction and instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and data use	All teachers will improve at least one level on two indicators in Domain 2 and/or 3 <i>(Relates to Teacher Talent Metrics)</i>

¹ Goal statements should align with the achievement measures that are employed in Illinois, i.e. the PSAE.

²The strategies associated with the objectives will exercise one or more of the basic levers for school improvement. These include the Instructional Program, the Professional Learning System, the Instructional Leaders, Climate and Culture, Family and Community Engagement, and College and Career Supports.

³ The metrics used for Evidence of Improvement or Progress should relate to one of the **18 federally required metrics**. The specific metrics in this example are noted in parenthesis. Measures should link in as direct a manner as possible to the overarching goal. Therefore, student outcomes are the best measure. Adult outcomes are the next level. Fidelity checks are the least strong form of evidence since there is no measure of quality and an unclear link to the ultimate goal. Refrain from using them, especially when measuring progress for objectives.

2. Compose a Theory of Action⁴ that connects the goals and objectives to specific strategies and outcome measures.

If we implement the following (strategy), then we can expect the following impact on student achievement (evidence of improvement), thereby reaching the following (goal).

The following objectives and strategies have been pulled as samples from section 3. Not all strategies were included in this example.

Objectives	Strategies <i>If we do the following...</i>	Evidence of Improvement <i>...then we can expect the following impact on student achievement</i>	Goals <i>thereby reaching our student achievement goals!</i>
1.1 Develop and implement targeted Tier II/III interventions for at-risk students	1.1.1 Expand literacy programming by utilizing Read 180 to elevate the skill deficiencies of targeted students	70% of the student cohort will demonstrate mastery of targeted skills during interim assessments	The FY13 SIG high school had an average 2012 Reading M/E of __%, therefore it will demonstrate an increase in academic achievement in reading to __% PSAE M/E (2013) and ___% in 2014 through the implementation of comprehensive school improvement plans.
	1.1.3 Double dose ELA for 9 th grade students who did not meet expectations on the ISAT during the 8 th grade	90% of 9 th grade students will be on-track to graduate	
1.2 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards	1.2.3 Implement Focused Instruction Protocol in 9 th and 10 th grade ELA	90% of 9 th and 10 th grade students will demonstrate mastery of targeted skills during post-test 90% of 9 th grade students will be on-track to graduate 50% of students will make expected gains between the Explore to Plan 50% of students will make expected gains between Plan to ACT	
1.3 Increase student outcomes by increasing AP participation, support systems, and course offerings	1.3.2 Increase AP course offerings to include AP History	% of students who complete AP courses during SY2014 increases by 20 percentage points	
	1.3.3 Provide after-school tutoring to ensure student success in AP courses	% of students who reach a level 3 on the AP exam increases by 10 percentage points	

⁴ A Theory of Action is an *if, then* statement that demonstrates a causal relationship between the action and the intended outcome.

3. Determine target completion dates and the frequency with which actions will be monitored. Determine who is responsible for implementing and/or overseeing the activity. Make sure that the responsible persons are aware of their roles through job descriptions and evaluation tools.

Strategies ⁵ If we do the following...	Evidence of Improvement ...then we will impact student achievement in these ways	Target Date for Completion ⁶ ...by	Responsible Person or Position ⁷
1.1 Develop and implement targeted Tier II/III interventions for at-risk students			
1.1.1 Expand literacy programming by utilizing Read 180 to elevate the skill deficiencies of targeted students	70% of the student cohort will demonstrate mastery of targeted skills during interim assessments ⁸	Biweekly	Read 180 teachers ELA Department Chair
1.1.2 Put in place credit recovery for credit-deficient 9 th graders	90% of 9 th grade students will be on-track to graduate	December - spring, May-summer school	Graduation Coach 9 th grade AP
1.1.3 Double dose ELA for 9 th grade students who did not meet expectations on the ISAT during the 8 th grade	90% of 9 th grade students will be on-track to graduate	Quarterly	ELA Department Chair, Guidance
1.2 Increase student outcomes by aligning the curriculum and assessments to the Common Core State Standards			
1.2.1 Free academic department chairs for 2 out of 6 periods to support their department with coaching, curriculum alignment and direct professional development	<p>All teachers will improve at least one level on two indicators in Domain 2 and/or 3⁹</p> <p>All ELA and social studies teachers will demonstrate common core instructional shifts during informal observations¹⁰</p> <p>Our school will reach a minimum level of Strong in course clarity on the 5 Essentials survey.</p> <p>50% of students will make expected gains between the Explore to Plan 50% of students will make expected gains between Plan to ACT¹¹</p>	<p>EOY</p> <p>Weekly review</p>	<p>Department Chairs Principal</p> <p>Instructional Coaches and Department Chairs</p>

⁵ Strategy 1.1.1 is leveraging the instructional program. Strategy 1.2.1 is leveraging the instructional leadership. Strategy 1.2.2 is leveraging the professional learning system.

⁶ Notice that the target completion dates are as early as possible. Program monitoring of implementation will occur more frequently

⁷ Persons responsible should begin at the lowest decision-making level. Build leadership capacity and sustainability of programs by distributing accountability and decision-making.

⁸ This is a student outcome measure. Student outcome measures are preferable.

⁹ This is a teacher outcome measure.

¹⁰ This is a fidelity measure. Fidelity measures are least preferred method of measuring progress. However, they are important for program monitoring purposes.

¹¹ **These are student outcome measures that are growth measures.** Incorporate growth measures as much as possible to be able to determine if strategies provide added value.

1.2.2 Use common planning time to develop formative and common end of course assessments aligned with Common Core Standards in reading and writing amongst English Language Arts and Social Studies faculty	<p>All social studies and ELA teachers will administer common end-of-course assessments. Student responses will be jointly anchored and scored</p> <p>All social studies and ELA teachers will administer formative assessments and differentiate instruction based on assessment results</p> <p>50% of students will make expected gains between the Explore to Plan 50% of students will make expected gains between Plan to ACT</p>	<p>EOY</p> <p>Biweekly</p>	<p>Department Chairs</p> <p>SS and ELA Teachers Instructional Coaches, Department Chairs</p>
1.2.3 Implement Focused Instruction Protocol in 9 th and 10 th grade ELA	<p>90% of 9th and 10th grade students will demonstrate mastery of targeted skills during post-test</p> <p>90% of 9th grade students will be on-track to graduate</p> <p>50% of students will make expected gains between the Explore to Plan 50% of students will make expected gains between Plan to ACT</p>	Biweekly	9 th /10 th grade ELA Teachers, Lead Partner ¹²
1.3 Increase student outcomes by increasing AP participation, support systems, and course offerings.			
1.3.1 Ensure that 100% of AP instructors attend related summer PD	<p>% of students who complete AP courses during SY2014 increases by 20 percentage points</p> <p>75% of AP students will make expected gains from Plan to ACT</p>	Aug 2013	Principal
1.3.2 Increase AP course offerings to include AP History	% of students who complete AP courses during SY2014 increases by 20 percentage points	Aug 2013	History Department Chair
1.3.3 Provide after-school tutoring to ensure student success in AP courses	% of students who reach a level 3 on the AP exam increases by 10 percentage points	Biweekly	AP teachers, Tutors
1.3.4 Ensure that relevant subgroups have equal access to advanced placement courses by disaggregating and responding to course enrollment data	An equal % of students in relevant subgroups will successfully complete AP courses with a grade of C or above.	Aug 2013, Dec 2013	Data Strategist, Guidance
1.4 Increase instructional time by improving attendance, decreasing truancy, and decreasing out of school suspensions.			
1.4.1 Put in place a parent call center to contact parents and guardians to prevent course tardies, cuts, and school absences.	Increase student attendance rate by 5% each quarter	Weekly	Parent Coordinator, Guidance Counselors
1.4.2 Partner with Big Brothers/Sisters to provide mentors and tutors in order to support targeted 9 th grade students	Increase student attendance rate by 5% each quarter	Weekly	9 th Grade Graduation Coach, Principal
1.4.3 9 th grade teachers will implement BIST practices and training modules during	Out of school suspensions will decrease by 10% each quarter for 9 th graders	Weekly	9 th Grade Teachers, Dean, 9 th Grade

¹² The lead partner should be given decision making authority and be held accountable for those activities specified in the MOU.

Advisory			Graduation Coach
1.5 Increase the quality of differentiated instruction and instructional alignment with targeted teacher professional development, coaching, collaboration, supports, and data use			
1.5.1 Free academic department chairs for 2 out of 6 periods to support their department with coaching, curriculum alignment and direct professional development.	ELA and Social Studies curriculum will be aligned with common core standards in reading	Quarterly	Department Chairs, Principal, Lead Partner
	All ELA and SS faculty will develop lesson plans aligned with stated curriculum	Weekly	Department Chairs, Principal, Instructional Coaches
	High school will earn a rating of <i>Strong</i> on the 5 Essentials Quality of Professional Development measure	EOY	
1.5.2 Peer coaches will model, observe, and provide feedback, pertaining to differentiated instruction and the instructional shifts for the common core for all teachers in their group, weekly.	All teachers will improve at least one level on two indicators in Domain 2 and/or 3	EOY	Instructional Coaches, Principal, Lead Partner
	High school will earn a rating of <i>Strong</i> on the 5 Essentials Quality of Professional Development measure	EOY	
	All ELA and social studies teachers will demonstrate common core instructional shifts during informal observations	Weekly	
	All ELA and social studies teachers will demonstrate differentiated instruction and/or assessment during every informal observation	Weekly	
1.5.3 Data strategist provides detailed data analytic support for school team and ongoing operational management of school-based data system	70% of the student cohort will demonstrate mastery of targeted skills during interim assessments	Weekly	Data Strategist
	90% of 9 th grade students will be on-track to graduate	Biweekly	
	50% of students will make expected gains between the Explore to Plan	EOY	
	50% of students will make expected gains between Plan to ACT		
	An equal % of students in relevant subgroups will successfully complete AP courses with a grade of C or above		
	Increase student attendance rate by 5% each quarter	Aug 2013, Dec 2013	
1.5.4 Teachers will participate in departmental data analysis meetings with AD and Principal	Same		Faculty, Department Chair, AD, Principal