

Action Plan to Optimize Implementation

(in order by recommended timeline)

Item	Goal Timeline	Action Plan/ Actual Timeline	Person(s) Responsible	Supports Needed	Follow-Up Date
1. District and school administrators understand and agree that effective instruction is science-based, avoids popular misconceptions that are misaligned with science, and provides support for math instruction that is supported by scientific evidence.	6-12 months before implementation				
2. Principals and internal coaches/leaders (a) attend onboard training, (b) have unique log-in credentials, and (c) log into the coach dashboard once per week.	Onboarding complete 2-4 weeks before start				
5. Coaches are identified and engaged, logging in to the coach dashboard weekly, and collaborating with teachers in classrooms to improve implementation and effects.	2-4 weeks before implementation				
8. Teachers (a) attend onboard training.	2-4 weeks before implementation				
10. Teachers log in at least weekly, review screening data or classwide intervention growth for all children, individual intervention student growth, and take actions recommended in their dashboards using the materials provided, including motivation components.	Start 2 weeks following onboarding & continue weekly or more often				
11. All teachers view their gains in Classwide Intervention and in their Growth tabs in their dashboards at least weekly.	Weekly starting first week of intervention which should be one week after screening				

12. Teachers can and do conduct intervention 4-5 days per week to permit strong effects on student learning.	Weekly starting first week of intervention which should be one week after screening				
3. Students are grouped heterogeneously for their core math instruction. Heterogeneous grouping means students are grouped not according to ability, but rather each class grouping reflects the full range of performance from low to high.	In place Year 1 or in progress for Year 2				
4. Make sure schedule allows all students to participate in SpringMath.	In place Year 1 or in progress for Year 2				
9. Include all students in classwide math intervention in their core instructional groupings. Including all students means including students who may already be identified for special education and new students, as well as both lower-and higher-performing students.	In place during Year 1				
6. Leaders view “Growth Tabs” in the coach dashboard at least monthly and share successes with teachers, students, parents, and the district community.	4-6 weeks after start & routinely thereafter				
7. Principals and internal coaches/leaders use the Program Evaluation feature in SpringMath to view learning gains annually.	End of school year; upload external data & complete before start of next year’s implementation				