

Continuous Improvement Cycle



Narrative: (Maximum of 500 words)

There are Evidence Checklists for *Schoolwide Improvement Cycle* and *Student Improvement Cycle* provided within this application. Refer to these Evidence Checklists and explain specific activities that would be appropriate next steps for your school and students to ensure the achievement of the goals in Year 1 and a vision for Years 2 and 3, if additional funding becomes available. Funds will be distributed in Year 1 and it is the district's responsibility to budget a gradual release of funding for Years 2 and 3 so that the district can develop its own sustainable funding source

Explain how the activities chosen from the Schoolwide and Student Evidence checklists, or independently created activity impact the **Instruction and Intervention Component (non-negotiable)** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come.

What is the **second component** of focus chosen as a priority by the school and explain how the activities chosen from the Schoolwide and Student Evidence checklists, or independently created activity impact a **second component's** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come.

What is the **third component** of focus chosen as a priority by the school and explain how the activities chosen from the Schoolwide and Student Evidence checklists, independently created activity impact a **third component's** expectations within the schoolwide and student continuous cycles. Include how the grant money will be gradually released to the district for sustainability in years to come