

The UDL School Implementation & Certification Criteria **Goal Setting & Planning Tool**

Developed by the UDL Implementation & Research
Network and CAST Professional Learning

Delivered through Learning Designed™



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The UDL-SICC Goal Setting & Planning Tool

Data from the UDL-SICC Self-Assessment can be used to set meaningful, realistic implementation goals. Schools teams may choose to build on areas of UDL implementation strength or focus on areas of needed growth. Setting goals across several domains helps ensure a global, holistic approach to UDL school improvement. Use this template to help determine implementation goals, plan actions, and review progress. [A sample goal and action plan is included at the end of this document.](#)

School:

District:

UDL Team Members:

Initial Date:

Date Updated:

Date Updated:

Goal 1

Discussion topic	Notes and Comments
Element Referenced: what element are you focusing on for this goal?	
Baseline data: what is the data you will use?	
Discuss data: what does the data tell you about your school's status related to this element?	
Identify barriers: which barriers, as evidenced in the data discussion, need to be addressed?	
Identify a school goal: is your goal specific, measurable, achievable, relevant, time-bound?	
Identify potential barriers to implementation: what might get in the way of implementation?	
Monitor progress: what data will you collect to know you are approaching your goal? When and how often will you collect it?	

Goal 1 Action Plan

Action Item 1:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?

Action Item 2:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 3:

- Who:
- When:
- How:

- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 4:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 5:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Goal 2

Discussion topic	Notes and Comments
Element Referenced: what element are you focusing on for this goal?	
Baseline data: what is the data you will use?	
Discuss data: what does the data tell you about your school's status related to this element?	
Identify barriers: which barriers, as evidenced in the data discussion, need to be addressed?	
Identify a school goal: is your goal specific, measurable, achievable, relevant, time-bound?	
Identify potential barriers to implementation: what might get in the way of implementation?	
Monitor progress: what data will you collect to know you are approaching your goal? When and how often will you collect it?	

Goal 2 Action Plan

Action Item 1:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 2:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 3:

- Who:
- When:
- How:

- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 4:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 5:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Goal 3

Discussion topic	Notes and Comments
Elements Referenced: what element are you focusing on for this goal?	
Baseline data: what is the data you will use?	
Discuss data: what does the data tell you about your school's status related to this element?	
Identify barriers: which barriers, as evidenced in the data discussion, need to be addressed?	
Identify a school goal: is your goal specific, measurable, achievable, relevant, time-bound?	
Identify potential barriers to implementation: what might get in the way of implementation?	
Monitor progress: what data will you collect to know you are approaching your goal? When and how often will you collect it?	

Goal 3 Action Plan

Action Item 1:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way, and how might you address it?

Action Item 2:

- Who:
- When:
- How:
- Evidence:
- Date of Review:
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?

Action Item 3:

- Who:
- When:
- How:

- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?

Action Item 4:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?

Action Item 5:

- **Who:**
- **When:**
- **How:**
- **Evidence:**
- **Date of Review:**
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?

Sample UDL-SICC Goal Setting & Planning Tool

School: Sample Elementary

District: Maple Community Schools

UDL Team Members: Principal, coach, amazing cohort teachers

Initial Date: September 2020

Date Updated:

Date Updated:

Goal 1

Discussion topic	Notes and Comments
Element Referenced: what element are you focusing on for this goal?	Educators intentionally design learning experiences to address learner variability and reduce barriers.
Baseline data: what is the data you will use?	High Impact Teaching (HIT) evaluations; walk through data; coach notes
Discuss data: what does the data tell you about your school's status related to this element?	About 75% of the teachers in Cohort 1 and 2 (50% of staff) intentionally plan most lessons (over 70% of lessons). About 10% of teachers who have not participated in a UDL cohort (25% in Cohort 3 and 25% not in cohort) intentionally plan most lessons (over 70% of lessons).
Identify barriers: which barriers, as evidenced in the data discussion, need to be addressed?	Time. Lack of knowledge about how to intentionally design. Lack of cohesiveness among grade-level teams.
Identify a school goal: is your goal specific, measurable, achievable, relevant, time-	75% of teachers will intentionally design lessons (over 70% of the time) using the UDL framework to meet the needs of all learners as measured by review

Discussion topic	Notes and Comments
bound?	of coach notes, HIT data and staff self-reflection by the end of 2021.
Identify potential barriers to implementation: what might get in the way of implementation?	Staff availability, making PL relevant, lack of models
Monitor progress: what data will you collect to know you are approaching your goal? When and how often will you collect it?	Instructional rounds, HIT data (specifically related to planning), coach notes, staff reflection survey

Goal 1 Action Plan

Action Item 1: Include professional development sessions about intentional design in District Professional Learning calendar

- **Who:** Principal
- **When:** November and January
- **How:** Activity related to intentional design, design thinking
- **Evidence:** Completion of district professional learning session and Pre-post evaluation
- **Date of Review:** March 2021
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?
 - Staff absent or otherwise assigned. Record sessions/create asynchronous alternatives.

Action Item 2: Team-building activities during grade-level meetings.

- **Who:** Coaches
- **When:** During grade-level meetings
- **How:** Use activities to build trust and cooperation (see Team Building Plan for activity ideas)
- **Evidence:** Coach notes. Record outcome of activities and report time spent planning collaboratively.
- **Date of Review:** December 2020
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?
 - Grade-level meetings cancelled -- secure permission for additional release for planning
 - Activities not relevant -- ensure activities are grounded in a shared problem of practice

Action Item 3: Organize lesson design sharing opportunities (Design Labs)

- **Who:** Coach and Principal
- **When:** Throughout the year as part of Policy, Planning, and Development
- **How:** Use [How to hold a design lab kit](#). Meet in Idea Lab
- **Evidence:** Sample lesson plans, design outcomes, staff surveys.
- **Date of Review:** March 2021
- **Identify Potential Barriers to Implementation:** What might get in the way and how might you address it?
 - Activities not relevant -- ensure activities are grounded in a shared problem of practice.
 - Lack of examples -- seed first design lab with quality lesson plan, design models.