

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL1	The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343) <b>Title I Expectations:</b> The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	RTI,SW		05/31/2013	22	90.91%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Tier I: All school staff complete the SAS (Self-Assessment Survey) on pbisassessment.org at least once during the previous 12 months.	Team has completed all elements of Tier 1 Phase 1		04/30/2013
2	Tier 1 Team meet to determine data collection system and time frames for collection/review of "Big 5" data.	Team determined that it will meet twice a month on Monday. Team agreed that SWIS data will be used and entered on a weekly basis.		08/31/2012
3	Tier 1 Team collects and reviews the "Big 5" data on a monthly basis. Review monthly ODRs, OSS, ISS.	Team has met monthly with minutes posted on the blog regarding the Big 5		05/31/2013
4	Tier 1 team reviews T-Chart of student behaviors and reviews chart with staff.	Staff received T-Chart at the beginning of the year and again at the start of third quarter.		02/28/2013
5	Tier 1 team meets to complete the TIC (Team Implementation Checklist) three times a year.	TIC completed by team.		04/30/2013
6	Tier 1 Team completes the Benchmarks of Quality survey once a year.	BOQ completed for 2012-2013 school year.		04/30/2013
7	Tier 1 Team uses data to make decisions using the a Multi-Tiered Action Plan to create universal interventions, boosters and celebrations monthly.	Team created several boosters logged in the blog. Team also assisted grade-;level teams in recognizing the need to reteach specific behaviors with each grade-level.		05/31/2013
8	Tier 1 Team presents school data to the entire school three times a year.	Team posts the minutes and data on a monthly basis in the data lounge and is discussed at grade-level team. Teams shared data with all staff during January in-service.		05/31/2013

1/9/2014 11:37:34 AM

9	Tier 1: The staff teaches the school-wide expectations, and our system of acknowledgements to the students.	All three PBIS teams conducted an orientation and training with staff in January about systems and structure of all three levels. Staff reviewed aspects of PBIS structure, expectations, common language during first day of school.		01/31/2013
10	Tier 1 team meets to create ways in which families can participate in PBIS activities monthly.			
11	Tier 1 updates are communicated via newsletter or website once a quarter to parents and community.	Teams have submitted postings of minutes onto the blog, the fall newsletter, and now updates on the blog quarterly.		04/30/2013
12	Tier 1 team trains all staff on the components of the school-wide system.	Team reviewed Benny Buck system with staff at the beginning of the year. New teachers after the first week of school were educated on our PBIS systems by our school administrators.		01/31/2013
13	Tier 1 team places a parent on their team.			
14	Tier 2 and 3 team chooses a leader and the leader is trained.	Mr. Goodnature and Ms. Troemner, both trained, were selected as Tier 2 and Tier 3 leaders.		08/31/2012
15	Tier 2 team meets twice a month to determine the effectiveness of interventions and to have systems conversations. Team analyzes CICO, SAIG, and ICICO data to determine effectiveness of the interventions and makes decisions to make changes if necessary.	Minutes are posted on the blog for each meeting.	George Goodnature	05/31/2013
16	Tier 2 and 3 teams inform staff on Tier 2 and 3 systems, data and practices quarterly.	Minutes are posted on the blog, as well as in the data lounge.	George Goodnature & Kristen Troemner	05/31/2013
17	Tier 2 creates a method for parents and teams to refer students for CICO and SAIG interventions.	Teams may complete a referral form created by Target team to refer a student based on data for tier two interventions. Parents may request student placement in an intervention based on academic and behavioral data.	George Goodnature	08/27/2012
18	Tier 2 and Tier 3 teams complete BAT annually.	BAT Completed and submitted.	George Goodnature & Kristen Troemner	04/30/2013
19	Tier 2 and Tier 3 Team meet separately to creates decision rules for interventions at their levels.	Teams met to complete decision rules worksheet.	George Goodnature & Kristen Troemner	09/14/2012
20	Tier 2 team reviews FBA/BIPs 4-6 weeks after their implementation to determine effectiveness.	Completed every 4-6 weeks.	George Goodnature	05/31/2013
21	Tier 3 Systems Planning Team meets twice a month. Team uses data to monitor response to FBA/BIPs, wraparound services, RENEW/Family Focus and make decisions for individual student	Minutes posted on the blog.	Kristen Troemner	05/31/2013

	services.			
22	Tier 3 team identifies community partners and resources for Tier 3 interventions.	Social workers maintains list.	Kristen Troemner	08/31/2012

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL10	The school culture will promote and support the academic, physical, social, emotional, and behavioral skill development and engagement of students . (2351)			05/31/2013	22	90.91%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Tier 1: All school staff complete the SAS (Self-Assessment Survey) on pbisassessment.org at least once during the previous 12 months.	60 Staff members have completed the survey.		04/30/2013
2	Tier 1 Team meet to determine data collection system and time frames for collection/review of "Big 5" data.	Team determined what ODRs to be used and time frame (4 Weeks) for student referral for targeted services.		08/31/2012
3	Tier 1 Team collects and reviews the "Big 5" data on a monthly basis. Review monthly ODRs, OSS, ISS.	Evidence logged in team minutes monthly.		05/31/2013
4	Tier 1 team reviews T-Chart of student behaviors and reviews chart with staff.	All staff receives T-Chart that has been in place the last three years.		02/28/2013
5	Tier 1 team meets to complete the TIC (Team Implementation Checklist) three times a year.	Team completes TIC.		04/30/2013
6	Tier 1 Team completes the Benchmarks of Quality survey once a year.	Team completes BOQ.		04/30/2013
7	Tier 1 Team uses data to make decisions using the a Multi-Tiered Action Plan to create universal interventions, boosters and celebrations monthly.	As evidenced in team monthly minutes.		05/31/2013
8	Tier 1 Team presents school data to the entire school three times a year.	Team shared data at the end of second quarter. Team posts data in Data Room.		05/31/2013
9	Tier 1: The staff teaches the school-wide expectations, and our	Team reviews CICO, SAIG as well as RTI, PBIS structure.		01/31/2013

1/9/2014 11:37:34 AM

	system of acknowledgements to the students.			
10	Tier 1 team meets to create ways in which families can participate in PBIS activities monthly.			
11	Tier 1 updates are communicated via newsletter or website once a quarter to parents and community.	As evidenced by newsletter and blog posts.		04/30/2013
12	Tier 1 team trains all staff on the components of the school-wide system.	As evidenced by agenda posted on the blog.		01/31/2013
13	Tier 1 team places a parent on their team.			
14	Tier 2 and 3 team chooses a leader and the leader is trained.	George Goodnature chosen for targeted, Kristen Troemner chosen for CORE.		08/31/2012
15	Tier 2 team meets twice a month to determine the effectiveness of interventions and to have systems conversations. Team analyzes CICO, SAIG, and ICICO data to determine effectiveness of the interventions and makes decisions to make changes if necessary.	As evidenced by minutes posted on the blog.	George Goodnature	05/31/2013
16	Tier 2 and 3 teams inform staff on Tier 2 and 3 systems, data and practices quarterly.	Introduced with staff handbook, posted in data room and minutes on the blog.	George Goodnature & Kristen Troemner	05/31/2013
17	Tier 2 creates a method for parents and teams to refer students for CICO and SAIG interventions.	Parents can refer during an administrative meeting, teams may refer using a team referral form.	George Goodnature	08/27/2012
18	Tier 2 and Tier 3 teams complete BAT annually.	BAT completed by both teams.	George Goodnature & Kristen Troemner	04/30/2013
19	Tier 2 and Tier 3 Team meet separately to create decision rules for interventions at their levels.	Decision rules completed by both teams.	George Goodnature & Kristen Troemner	09/14/2012
20	Tier 2 team reviews FBA/BIPs 4-6 weeks after their implementation to determine effectiveness.	Team reviews students with BIPS every 1-2 months.	George Goodnature	05/31/2013
21	Tier 3 Systems Planning Team meets twice a month. Team uses data to monitor response to FBA/BIPs, wraparound services, RENEW/Family Focus and make decisions for individual student services.	Core team meets to monitor response to FBA/BIPs, wraparound services, RENEW/Family Focus and make decisions for individual student services as evidenced by blog minutes.	Kristen Troemner	05/31/2013
22	Tier 3 team identifies community partners and resources for Tier 3 interventions.	Social Worker identifies community partnerships.	Kristen Troemner	08/31/2012

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS		08/27/2012	7	100%	Objective Met - 10/03/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Social skill groups meet every week using the Spectrum of Services to guide interventions as well as using the rules established in our Tier I, II, and III teams.	Social Skills Groups are meeting regularly, procedures are in place to establish several sessions of group services aligned to Tier I, II, III rules.		04/30/2013
2	All staff posts behavioral expectations, common language and School-wide Setting and Behavior Expectations in their classrooms.	All staff reviewed the expectation setting chart, as well as the activities they would have to present in regards to Behavioral exceptions of the school in various settings during staff inservice.		08/28/2012
3	All staff teaches to the behavioral expectations, common language and School-wide Setting and Behavior Expectations in their classrooms.	During the first day of school all staff reviewed the expectations and taught to the students the expectations.		08/28/2012
4	Spectrum of services established and updated monthly and sent to support staff. Data used to determine if support and resources are being distributed properly.	Spectrum has been updated monthly and sent to support staff for review.		04/30/2013
5	Teams identify problem behaviors using BIG 5 and create action plans to address particular problem areas of the school.	Teams have done this several times. Before leaving for winter break, and implementation on return. Before leaving to Spring break and implementation on return.		04/30/2013
6	Counselors create group syllabi for the social-emotional and behavioral groups.	Counselors have submitted Syllabi and have organized student groups based on NWEA and ISAT Scores.	Jan Scocchera & Jill Zehren	09/28/2012
7	Create social skills groups that addresses the needs of our high achievers.	Counselors have create social skills groups that address the needs of out high achievers.	Jan Scocchera & Jill Zehren	09/28/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	10/03/2013 Benny's Student Support Team along with the Administration met regularly to design the social skills groups and identify students who would benefit from participating.
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2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	10/03/2013 We will continue to meet on a regular basis to review student behavior data and make recommendations.
3.	Evidence that this Objective has been fully and effectively implemented	10/03/2013 The Dean of Discipline keeps a central file with the name of students who have participated, the focus of the skill group, the staff member who facilitated the group and the date.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL8	The school culture will support teachers in practicing effective and responsive instruction to meet individual student needs. (2349)	RTI		05/31/2013	11	54.55%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	External Coach reviews with teachers IPF process annually	The External Coach, Diana Sarlitto, attends Grade-Level Team Meetings on a weekly basis.	Diana Sarlitto	06/03/2013
2	External/ Internal Coaches meet with teachers to discuss, plan and problem solve: How to use Data-driven decision making including quantitative and qualitative measures which to inform instructional planning.	We have established the structure for these meetings to occur.	RTI Internal & External Coaches	08/30/2013
3	Teachers create IPF forms for students based on academic and behavioral needs.	This is on going based on student need. We use are Targeted and Core Meetings to support the needs identified in the IPF forms.	RTI External & Internal Coaches	08/30/2013
4	Provide staff with Aimsweb Fall, Winter, Spring benchmark & MAP trainings. Provide staff with Aimsweb benchmark refreshers, work with staff to promote universal improvement of aimsweb fidelity	Grade Level Teams and Benny Support Staff work closely with our External RTI Coach to assess students, analyze data, and monitor progress. This is an on-going process, which Benny implements each year.	RTI Internal & External Coaches	10/03/2013
5	Work with teachers in the utilization of MAP data after each testing session.		Diana Sarlitto	
6	Conduct SRI/SPI Testing 5th-8th grade, M-CAP Testing 5th-8th grade		Diana Sarlitto	
7	Conduct observations for various teachers--working 1:1 with them and include Pre and Post conferences with teachers, where RTI		Diana Sarlitto	

1/9/2014 11:37:34 AM

	support may be given.			
8	Communicate with parent/community RtI newsletter, Parents as Partners once a semester		Diana Sarlitto	
9	Make sure that there is a Reading intervention placement process, create schedule for reading interventions , Determine Math intervention placement (MCAP district norms), Analyze Data computation for Tier 2/3 placement		Diana Sarlitto	
10	Work with teams to implement and develop Project WIN, Provide professional development for staff members at grade-level teams.	We began this program the 2012-2013 school year. We were only able to implement through the math classes because of scheduling issues. The other difficulty was having access to informative data. Thus, far we have decided to not continue with this program for this school year.	External & Internal RTI Coaches	10/03/2013
11	Assist team with PD in improving efficacy of the problem solving process twice a month.	Our External RTI Coach meets with Grade-Level Teams on a regular basis (at least weekly).	External & Internal RTI Coaches	08/30/2013

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Tarah Alley	01/06/2011	2	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	BLT has assigned a person that will record and communicate minutes. BLT will meet regularly, create an agenda 10 days before a meeting, and collect feedback after each communication has been distributed.	BLT note taker has changed.	Meghan Fischer	10/10/2010
2	Team leader sub-committees will meet once a week. Representatives from sub-committees will summarize the minutes and report to BLT. Team leaders will share information with grade level teams.	A committee report will consist of the monthly summary of the weekly meetings. Since there has been a change in the BLT membership, we will revise the names of staff members assigned to	BLT Team Leaders; Grade-level & Content-area Leade	04/10/2011

sub-committees.		
Status of Objective		
1.	Describe your Experience in pursuing this Objective	1/17/2012 Initially, the Building Leadership Team (BLT) went through a process of developing shared norms for participation and accepting its role and responsibility for student achievement. We found it necessary to share our values about the teaching and learning process. Once we understood each other better, our team really came together; it is important to have problem-solving oriented individuals on the team. We also found it very important to have the recorder be someone who is organized, detail-minded and able to quickly process and synthesize information. This individual really keeps the BLT momentum going, during and between meetings.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	1/17/2012 We need to keep a "doable" BLT meeting schedule, with meetings occurring at least every two weeks and continue to provide an agenda to all staff and the Parent Teacher Organization (PTO) one week prior to the meeting. During the meeting, we will summarize decisions made and finalize agreed upon follow-up actions. Lastly, provide all staff and the PTO with a memorandum of discussion/minutes no later than one week after the meeting.
3.	Evidence that this Objective has been fully and effectively implemented	The BLT meets on a weekly basis; an agenda is provided and followed. The minutes from each BLT meeting are submitted to iirc within one week after the meeting. The BLT collects feedback from Grade Level Teams and considers recommendations within the BLT "Roles and Responsibilities Manual".

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW		03/01/2013	5	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The principal will distribute 2011-2012 ISAT data to all grade level teams.	No training was provided to the teachers on how to analyze the data but the External RTI Coach helped with the process. She meant with the GLTs during their weekly meetings.	Minerva Cruz	10/22/2012



2	Each content area by grade level will identify the top 3-5 categories within state standards that students scored poorly on from the 2011-2012 ISAT results.		Grade level team leaders	10/29/2012
3	Implement Project W.I.N.	We have completed our math pilot. Both the External and Internal RTI Coaches were instrumental to the implementation of the intervention program.	Math & Communication Teachers	03/01/2013
4	Internal RTI math coach (Dan Stoller) will create a schedule to allow for 1/2 day release time for both communication and math teachers to work during the school day.		Daniel Stoller	10/19/2012
5	Content area teams will create interim assessments to implement for Project W.I.N (tier II intervention program).	Math has completed this initial step; communications will have this step completed by March 22.	Content Area Teachers	02/11/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	03/28/2013 The BLT analyzed our current data reports and concluded that the presentation of the data does not allow for the in-depth analysis that is needed to improve student achievement. We need to record the data in a readily useful form. Thus, all data reports will be organized in a way that allows for analysis at many important levels: question level, standard level, individual student level and whole class level. We are updating our common assessment database (All of E) so that each teacher receives one report per classroom. These data reports will then be reviewed at Grade Level Team meetings and with the Administration. Adjustments to instructional practice will then be made.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/28/2013 The BLT will create a year-long Assessment Calendar, which will include common pre- and post-assessments, teacher-created weekly assessments, and district and state level assessments. The calendar will also include the "Living the Learning" approach to professional development. Participants will have ample opportunities to apply the learning in simulated and real-world experiences.
3.	Evidence that this Objective has been fully and effectively implemented	The principal posted the 2011-2012 ISAT data to the Benny blog for review by all teachers. The 3-5 categories identified as needing further interventions became part of the pre- and post-assessments for Project W.I.N. All Project W.I.N. implementation documents are posted on the Benny blog and/or Google docs. Teachers were provided 1/2 day release time and substitutes were assigned to cover their classrooms.

1/9/2014 11:37:34 AM

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Ms. Minerva Cruz	09/30/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)	SP	Ms. Minerva Cruz	05/31/2013	3	100%	Objective Met - 03/28/2013
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Administrator reviews weekly on-line lesson plans.	This is an on-going process with no end date.	Administrators	03/22/2013			
2	Conduct informal observations throughout the school year.	This is an on-going process with no end date.	Administrators	03/22/2013			
3	Teachers are asked to self-reflect on instruction observed and share insights with administrators.	Teachers are not required to self-reflect but it is best practice and we are looking forward to an increase in the number of teachers engaged in the process.	Administrators	03/22/2013			
Status of Objective							
1.	Describe your Experience in pursuing this Objective	03/28/2013 Some teachers need more administrative support than others. Thus, these teachers are provided with more frequent informal observations and conferences. Grade Level Teams have also conducted their own walkthroughs and share their feedback with individual teachers during their meetings.					

1/9/2014 11:37:34 AM

2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/28/2013 We need to continue and deepen our conversations. Professional development will be provided for both administrators and teachers on how to engage in these deeper conversations. Charlotte Danielson's book, Talk About Teaching: Leading Professional Conversations will be used to frame these trainings.
3.	Evidence that this Objective has been fully and effectively implemented	03/28/2013 All lesson plan reviews are documented on the District's on-line lesson plan database. Teachers receive an email with the administrator's comments. Teachers also provide a written copy of their reflection to the administrator. Lastly, GLT minutes record the feedback given to teachers. They are then uploaded to Benny's blog for all GLTs to review.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC	Ms. Minerva Cruz	03/22/2013	6	100%	Objective Met - 03/29/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Purchase Classroom Instruction that Works and Driven by Data.	Books have been ordered for each teacher. We will begin reading the Driven by Data book in the 2013-2014 school year.	Minerva Cruz	09/05/2012
2	Assign each administrator to a grade level.	Each administrator increases the communication among grade levels and throughout the school. This is ongoing with no end date.	Minerva Cruz	09/03/2012
3	Conduct weekly informal observations.	There is no end date for this task.	Administrators	03/22/2013
4	Review weekly lesson plans.	There is no end date.	Administrators	03/22/2013
5	All staff attend weekly McRel webinars.	In addition to the webinars, teachers discuss instructional strategies during their grade level meetings.	Staff	03/22/2013
6	Conduct Team Leader professional development during BLT meetings.	This will continue for the next school year.	Minerva Cruz	03/22/2013

Status of Objective

		03/29/2013 This has been a positive experience for the administrators and teachers. Assigning an administrator to each grade level has increased the communication throughout the building. It has also lightened the load for each
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1/9/2014 11:37:34 AM

1.	Describe your Experience in pursuing this Objective	administrator allowing for more contact between teachers and the administration. Teachers also receive timely feedback on lesson plans and instructional practice.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/29/2013 Build on present successes and increase the number of data conferences with teachers.
3.	Evidence that this Objective has been fully and effectively implemented	03/29/2013 Administrator structural changes, purchase requisitions, BLT and grade level team minutes, online lesson plan review reports, administrator informal observation notes

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE09 (1030)	The principal will challenge and monitor unsound teaching practices and support the correction of them.	SC	Ms. Minerva Cruz	03/22/2013	3	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Administrator reviews weekly on-line lesson plans.	This is an on-going process with no end date.	Administrators	03/22/2013
2	Conduct informal observations throughout the year.	This is an ongoing process with no end date.	Administrators	03/22/2013
3	Teachers are asked to self-reflect on instruction observed and share with administrator.	Teachers are not required to self-reflect but it is best practice and we are looking forward to an increase in the number of teachers engaged in the process.	Teachers	03/22/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	03/28/2013 Some teachers need more administrative support than others. Thus, these teachers are provided with more frequent informal observations and conferences. Grade Level Teams have also conducted their own walkthroughs and share their feedback with individual teachers during their meetings.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/28/2013 We need to continue and deepen our conversations. Professional development will be provided for both administrators and teachers on how to engage in these deeper conversations. Charlotte Danielson's book, Talk About Teaching: Leading Professional Conversations will be used to frame these discussions.

1/9/2014 11:37:34 AM

3.	Evidence that this Objective has been fully and effectively implemented	03/28/2013 All lesson plan reviews are documented on the District's on-line lesson plan database. Teachers receive an email with the administrator's comments. Teachers also provide a written copy of their reflection to the administrator. Lastly, GLT minutes are recorded and upload to Benny's' blog for all GLTs to review.
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) <b>Title I Expectations:</b> A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Tarah Alley	06/01/2013	3	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Staff will participate in professional development on the nine instructional categories listed on the McRel walk-through tool through monthly webinars.	To date, teachers have received professional development on Bloom's Taxonomy (August 31 & September 7, 2011) and similarities and differences (October 26, 2011). The schedule for the remaining school year: January 25, 2012--Summarizing & Note taking; February 15--Reinforcing effort & providing recognitions; February 22--Setting objectives & providing feedback; March 21--Non-linguistic representations; April 18--Cues, questions & advance organizers; April 25--Generating & testing hypotheses Staff continue to receive PD on the McRel instructional strategies. 1-2 times a month staff engage in a McRel webinar.	Minerva Cruz	04/25/2013
2	The principal and district testing coordinator will provide professional development on how to create common assessments on the ExamN system.	The District testing coordinator, Jonathan Brown, and the building principal conducted a two-hour workshop on November 30, 2011 on how to create common assessments using the ExamN system.	Minerva Cruz	12/07/2011
3	Teachers will conduct lesson plan reviews and classroom walkthroughs. Team Leaders will document recommendations and professional development needs in Team minutes.	Grade Level Teams are currently doing this.	Team Leaders	03/22/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	03/28/2013 The BLT has done a nice job of building consensus around the PD needs of the staff. We use an evidence-based approach. For example, with our focus to align instructional strategies with student assessment results, we soon realized that the staff needed PD on how to create data reports and analyze the results. Thus, we have adopted the "Living the Learning" approach (Pambrick-Santoyo, 2010) for implementing future PD. The teachers will complete the tasks that need to be completed while learning how to do it.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/28/2013 The BLT will need to create a PD calendar before school lets out for the summer. Team Leaders will be the conduit between the work in Grade Level Teams and the work of the BLT. They will collect information on what the staff needs be it through surveys or informal discussions. PD will happen more often at the GLT level and every Wednesday at School Improvement Plan meetings among content area teachers.
3.	Evidence that this Objective has been fully and effectively implemented	03/28/2013 McRel walkthrough webinars are provided every second Wednesday of the month. BLT minutes reflect the PD that Team Leaders are receiving. GLT minutes document book discussions and lesson plan reviews of the staff.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB01	Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (1048)	SC		12/14/2012	5	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Content area teachers will create common assessments.	Teachers meet during SIP days.	Content-area Teachers	12/23/2011
2	Content area teachers are to prioritize the state standards.	A review of grade-level team minutes indicates that this task has been completed. However, to improve the quality of alignment, teachers will receive professional development; the next opportunity is May 2, 2012.	Content-area Teachers	12/23/2011
3	The principal will provide professional development on how to upload common assessments into the AllofE system.	District Testing Coordinator, Jonathan Brown, and the building principal conducted the workshop.	Minerva Cruz	12/07/2011
4	One teacher from each content and grade level will upload common	One content area teacher by grade level has permission to upload	Content-area Teachers	12/16/2011

1/9/2014 11:37:34 AM

	assessments to AllofE.	common assessments on the ExamN system. The principal forwarded the names of the teachers to Jonathan Brown, District Testing Coordinator, who then provided access.		
5	This process will be repeated for each quarter.	The principal is in the process of reviewing 2nd quarter assessment results. She will then share and discuss outcome data with content-area teacher leaders. Based on these discussions, content teachers will make adjustments to 3rd quarter assessments and so forth.	Content-area Teachers	03/19/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	Teachers met by grade level to decide on test items. All teachers use the same pre- and post- test to assess students in their respective content. At first teachers were cautious about creating and uploading the assessments. However, it has become part of the teachers' practices. Teachers were provided multiply opportunities to learn the process.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	Staff need to review common assessment questions for degree of alignment with common core state standards. Data reports need to be teacher friendly. Test results need to be analyzed in a timely fashion. Teachers need to self-reflect on practice and make adjustments.
3.	Evidence that this Objective has been fully and effectively implemented	District Testing Coordinator conducted a two-hour workshop on November 30, 2011 on how to create common assessments using the AllofE system. Pre- and post-unit tests are uploaded.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Ms. Minerva Cruz	06/30/2014	3	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Create common assessments that are aligned to CCSS/CCRS by quarter.		Content Area Teachers	
2	Teachers will review curriculum guides, CCSS/CCRS, and prerequisite skills to determine focus for each quarter.		Content Area Teachers	

1/9/2014 11:37:34 AM

3	Teachers will review student outcome reports to identify trends/patterns in the data.		Content Area
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Ms. Minerva Cruz	10/01/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID09	Instructional Teams will use student learning data to plan instruction. (1060)	SC,CL		03/22/2013	9	100%	Objective Met - 03/28/2013
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Create a project description and proposal for Project WIN. Draft will be available for next Monday 11/19/12. Team will review and create a time line on Monday 11/19/12.		William Gregory Freels	11/19/2012			
2	Roles and Responsibility worksheet completed by each grade level and curriculum team in each 2 week intervention block.	Each Team member has been assigned a role.	Grade Level Teams	02/06/2013			
3	A content area representative from communications and math at	We have completed this task for math and will have communication	Content Area Teachers	03/22/2013			



1/9/2014 11:37:34 AM

	each grade level will create the 5-8 questions for the pre-/post-assessments to determine which students need interventions through Project W.I.N.	completed by March 22, 2013		
4	Grade level teams will use the new GLT template to record weekly meeting minutes that are then posted to the Benny Blog for all staff to read.		Grade level team leaders	10/05/2012
5	A content area representative from communications and math at each grade level will identify an instructional strategy that supports teaching the Project W.I.N. skills and create lessons to be used by all teachers.	We have completed this task for math; we will have communications completed by March 22, 2013	Content Area Teachers	03/22/2013
6	Completed a needs assesment: reviewed ISAT data and for both math and reading identified the 3 highest deficiencies.		Grade Level Teams	11/19/2012
7	Researched and adapted	We have adopted Project W.I.N. as our Tier II intervention program across all content areas and grade levels.	Diana Sarlitto	11/19/2012
8	75% of GLT discussions will focus on developing instructional strategies aligned to standards-based curriculum and monitoring the effectiveness of the instructional strategies to meet student needs. Discussions are documented in GLT minutes and student progress to meet targets is displayed in Benny's data room.	The BLT has reviewed a list of questions to use to focus GLT discussions.	Grade level team leaders	03/11/2013
9	Document analysis of data and instructional strategy in Grade Level Team minutes.	We have completed our first round of Project W.I.N. assessments and analysis.	Team Leaders	03/22/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	03/28/2013 The BLT analyzed our current intervention data reports and concluded that the presentation of the data does not allow for the in-depth analysis that is needed to align instructional strategies with student needs.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/28/2013 We need to record the data in a readily useful form. Thus, all data reports will be organized in a manner that allows for analysis at many important points. We are updating our common assessment database (AllofE) so that each teacher receives one report per section. These data reports will then be reviewed at Grade Level Team meetings and with the Administration.
3.	Evidence that this Objective has been fully and effectively implemented	03/28/2013 BLT Minutes; Grade Level Team Minutes; Project W.I.N Data Reports

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS		01/06/2013	4	100%	Objective Met - 03/28/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Designate a teacher from each content area to join the District's curriculum committee.	The District is in the process of organizing district-level curriculum committees in mathematics and English Language Arts for the purpose of adopting the Common Core Standards. We are postponing the work involved in developing all objectives that clearly align to the selected standards/benchmarks until the work of these committees is completed. However, in the meantime, the staff will participate in professional development on how to create learning objectives using NWEA MAP DesCartes statements.	Grade-level & Content-area Team Leaders	09/12/2012
2	Content area teams select the criteria that determines mastery and develop pre/post-test items that assess mastery.	Content-area teachers have developed 2nd quarter post-assessments and 3rd quarter pre-assessments. The principal will talk with content-area team leaders to review assessment results and identify next steps. These conversations will begin the week of January 30, 2012.	Grade-level & Content-area Team Leaders	09/21/2012
3	Instructional teams discuss the concepts, principles, and skills covered within the unit and communicate recommendations to the District's curriculum committee.	The District is in the process of organizing district-level curriculum committees in mathematics and English Language Arts for the purpose of adopting the Common Core Standards. We are postponing the work involved in determining the concepts, principles, and skills that will be covered within the units of study until the work of these committees is completed. However, in the meantime, the staff will participate in making sense of how concepts, principles and skills should drive instruction.	Grade-level & Content-area Team Leaders	09/21/2012
4	Instructional teams identify the standards/benchmarks that apply to the grade level and unit topic and communicate recommendations to the District's curriculum committee.	In order to not double our efforts moving forward with the adoption of Common Core Standards, we are postponing the identification of standards/benchmarks that apply to grade levels and unit topics and	Grade-level & Content-area Team Leaders	09/21/2012

1/9/2014 11:37:34 AM

		their prospective learning objectives. The District requested the names of teachers to serve on district-level curriculum committees and the principal has forwarded the names of teachers.	
<b>Status of Objective</b>			
1.	Describe your Experience in pursuing this Objective	9/21/2012 Teachers held weekly team meetings and met during SIP meetings in their respective content areas to create common assessments, which were based on state standards. There was a constant reiteration process of lessons taught and learning objectives mastered. As a result, teachers revised common assessments each quarter based on student needs.	
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	9/21/2012 Teachers will continue meeting in grade level teams and according to content areas. They will continually look for ways to align their instructional practices to the McRel strategies. Lastly, the District needs to provide teachers with a curriculum map that aligns to the Common Core State Standards.	
3.	Evidence that this Objective has been fully and effectively implemented	Grade Level Team minutes; District curriculum committee updates	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA02	All teachers will develop weekly lesson plans based on aligned units of instruction. (1064)	SC,CL	Ms. Minerva Cruz	08/25/2013	5	100%	Objective Met - 03/29/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	At least once a week during Grade-level Team Meetings, content-area teachers will discuss and clarify the teaching and learning activities and resources to help students achieve the goals. Team minutes will summarize the discussions and be submitted to the Principal.	Grade-level team leaders will meet with the principal to clarify expectations starting the week of January 23. They will then share this information with grade-level team members and document discussions in team minutes on a weekly basis.	Grade-Level Team Leaders	09/21/2012
2	At least once a week during Grade-level Team Meetings, content area teachers will discuss, clarify and collect the evidence needed in	Grade-level team leaders will meet with the principal to clarify expectations starting the week of January 23. They will then share	Grade-Level Team Leaders	09/21/2012

1/9/2014 11:37:34 AM

	order to show that students have learned the lesson objective. Team minutes will summarize the discussions and be submitted to the Principal.	this information with grade-level team members and document discussions in team minutes on a weekly basis.		
3	At least once a week during Grade-level Team Meetings, content-area teachers will discuss and clarify the desired learning they seek from the students. Team minutes will summarize the discussions and be submitted to the Principal.	Team minutes are submitted to the principal every Monday for the previous week. While discussions are had about learning outcomes, teachers need professional development on creating a coherent framework for collecting, analyzing and implementing next steps based on student outcomes.	Grade-Level Team Leaders	01/17/2012
4	Content-area teachers will create quarterly pre- and post-common assessments which are tied to the grade-level unit.	All content-area common assessments for second quarter are complete.	Content-area Teachers	09/21/2012
5	During our Wednesday meetings, content-area teachers will meet to create curriculum units using the Understanding by Design framework. They will complete templates that will be electronically submitted to the Principal.	Principal will share research articles on Understanding by Design with grade-level team leaders to clarify expectations. They will then share this information with grade-level team members and document discussions in team minutes.	Content-area Teacher; Minerva Cruz	09/21/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	9/21/2012 Teachers in communication and mathematics are part of the district's curriculum writing team. The principal and the district's data analyst provided teachers with professional development on the on-line assessment program, AllofE. Teachers meet in their daily grade level teams and content areas to discuss and agree upon common learning goals for students. From these discussions, common assessments are developed and are stored in AllofE for teachers to use with their students. Data is then collected and lesson objectives are modified accordingly.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	9/21/2012 The administration will monitor weekly lesson plans and meet with teachers one-on-one as needed to provide feedback and support. Teachers will continue to revise lesson objectives and common assessment based on student needs. A teacher from communications and mathematics will continue as the liaisons between the district's curriculum writing project and the school.
3.	Evidence that this Objective has been fully and effectively implemented	Common assessments are posted on AllofE, Grade Level Team minutes

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	William Gregory Freels	01/21/2013	4	100%	Objective Met - 03/29/2013
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Using grade-level team time, Wednesday afternoons and individual planning time, content-area teachers will meet to discuss and create rubrics using the Rubistar program on-line. Copies of the rubrics will be included in the grade-level unit			Content-area Teacher; Minerva Cruz	06/01/2012		
2	Using grade-level team time, Wednesday afternoons and individual planning time, content-area teachers will run reports from AllOfE, which indicate student results. They will discuss and analyze results.	Teachers have received the training from the External RTI Coach to run reports. They have begun to discuss and analyze the results. This work is ongoing with no end date.		Content-area Teachers; Internal & External RTI	03/22/2013		
3	Content-area teachers will receive professional development on how to create common interim assessments on the AllOfE system.	The District testing coordinator, Jonathan Brown, and the building principal conducted a two-hour workshop on November 30, 2011 on how to create common assessments using the ExamN system.		Minerva Cruz; District Test Coordinator	11/30/2011		
4	GLT minutes will reflect the variety of evaluation methods used and how the teachers use the data to make instructional decisions.	Teachers review assessment data and lesson plans in GLT meetings. This is an ongoing process with no end date.		Team Leaders	03/22/2013		
Status of Objective							
1.	Describe your Experience in pursuing this Objective	03/29/2013 Teachers are more conscientious about checking for understanding throughout the lesson. They use exit slips more frequently and change the next day's lesson accordingly. Their biggest area of continual growth is converting periodic and annual assessments results into manageable data reports. This way analyzing the data is more "real time" and usable.					
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	03/29/2013 The BLT will continue its focus on designing useable data reports. Content area teachers will have more opportunities to analyze assessment results and create lessons to address student learning needs. For the 2013-14 school year, SIP meetings will focus on this work.					

1/9/2014 11:37:34 AM

3.	Evidence that this Objective has been fully and effectively implemented	03/29/2013 Grade Level Team minutes, teacher lesson plans, BLT minutes
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Ms. Minerva Cruz	06/30/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIC05	All teachers will use a variety of instructional modes. (1102)		Ms. Minerva Cruz	06/30/2014	4	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Create quarterly pre- & post-common assessments that are rigorous and aligned to CCSS/CCRS.		Content Area Teachers				
2	Teachers will analyze student outcome data from common assessments to create unit tests, weekly tests and quizzes.		Content Area Teachers				
3	Teachers will use various assessment results to create relevant and rigorous activities to address students' knowledge and skill needs.		Content Area Teachers				
4	Teachers will use instructional strategies intentionally and explicitly that address students' knowledge and skill needs.		Content Area Teachers				

