

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting will reflect a "Culture of Candor" and a climate of trust, respect and collaboration that will be focused on norms and adult social and emotional competencies. (2337)	CL	Nan Heim	12/31/2013	10	10%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Administration will meet with staff on Wednesdays as a whole group to promote trust and collaboration. Nan Heim will take the lead on this, with Maggie Heppe assisting. Meetings will encourage discussion and collaboration on various ideas, topics, and scheduling. Professional development will also occur on Wednesdays from 2:30-3:30. Leadership team will determine, using data, what type of PD will be required. "Culture of candor" will be measured through the five essentials survey given to both staff and parents.		Nan Heim	
2	Certified teachers will meet with administration twice yearly to discuss their roles in establishing a "culture of candor" and a "climate of trust"	Teachers have now met with administration twice to discuss data and establishment of a "culture of candor" and "climate of trust".	Nan Heim	01/07/2013
3	Support for teachers in the areas of establishing culture and climate, instructional strategies, classroom management, and using data systems will be provided through the use of the RtI coach (Jason Karno), and teacher experts as professional developers. Instructional strategies presented will be determined by analyzing McRel data and through the use of MAP data and DesCartes. Classroom management strategies will be determined through teacher inquiry and data analysis of office referrals per class and location. Data system presentations will be determined through teacher requests. The need for culture and climate PD will be		Jason Karno	

	determined using data from both the five essentials survey and the teacher survey.			
4	The climate of trust and candor will be specifically measured through the five essentials survey given to parents and staff in the spring of 2013. Results will be made public, analyzed, and discussed. An action plan to either create or maintain this "culture of candor" will be developed based on the data received from the five essentials survey.		Dawn Buckus	
5	Based on the measurable data received from the five essentials survey, an action plan will be developed to further promote the "culture of candor" and "climate of trust" at Cooke Magnet school. This action plan will use specific data pieces from the survey to devise steps that will accomplish the cultural goals set forth. Specifically, the Building leadership team will look at the data, analyze the data, discuss, and form the action plan at the first BLT meeting after the results are received.		Jenni DeIVecchio	
6	The physical, social, affective, and academic environments will be assessed through observation and teacher survey to determine the affect of these factors on the attainment of the "culture of candor". This survey will be created and administered to teachers at the start of the 2013-2014 school year. Data from the five essential survey will also be used in conjunction with this teacher survey in order to properly assess the environments and how they pertain to attaining a "culture of candor".		Jason Karno	
7	Physical Building and perimeter needs to be updated (signs, windows, fences, ventilation, climate control, blinds, swipe cards on the back doors, additional classrooms). Socially & emotionally, we want to see more positive interaction between all school stockholders. We can measure this by a decrease in office discipline referrals, Check in Check out data, and at a universal PBIS level of positive acknowledgments between staff to student interactions. The goal will be to decrease ODR's by 5%; have 80% of our students responding to CICO, and increase student acknowledgments (cookies) by 5%.		Nan Heim	
8	Obtain revenue sources to fund our school needs and improvement for a healthier and more secure environment. Seek community		Julie Ahern	

	partnerships Greentown, mayor. Continue working on grants Possibilities (Donors Choose, oo.com, Carson Pierre Scott Community Days, Target, Disney Store, Bernie's Book Bank, Congregation Or Shalom, Chase Community Giving, Innovations for Learning, Chicago Cares, Home Depot, Kris Wines, ComEd, Illinois Alliance for Arts Education).			
9	Maintain fully implemented PBIS school status for the 2012-2013 and 2013-2014 school years. Maintain fidelity of systems in order to help create the optimal learning environment and "culture of candor". This is measurable through state PBIS recognition which is submitted annually and awarded based on fidelity of systems as determined by the Illinois PBIS personnel. Cooke was the only school in Waukegan to receive fully implemented status in 2011-2012.			
10	The "Culture of Candor" and climate of trust will also include components related to CCSS. Teachers' collaboration will result in proper implementation of Common Core State Standards.		Nan Heim	

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	Nan Heim	05/30/2014	3	33.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Cooke parents, students, and teachers will be part of "Family Work Day" which will involve physical improvements to the building, both inside and outside.	Parents, teachers, and families participated in "Family Work Day" on September 14th, 2013. All picnic tables, morning arrival areas, four square and hopscotch, front door, steps to basement, and stage in gym were painted. Greenhouse was cleaned, organized, and painted. Gardening was done in front and side of school.	Nan Heim	09/14/2013
2	Students, Staff, and Parents will be part of second "Family Work Day" to be held sometime in the Spring		Nan Heim	

1/9/2014 11:34:05 AM

3	Sidewalk/concrete in morning arrival area needs to be re-done. District has been notified of dire need.		Nan Heim	
---	---	--	----------	--

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL9	All teachers will invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (2350) Title I Expectations: Identify and implement Schoolwide Reform Strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.	SW	Jason Karno	05/30/2014	5	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Students will be given benchmark reading fluency assessments at the start of the school year in order to determine need and placement for intervention groups.		Jason Karno	
2	Students will be put into research based interventions aligned with CCSS based on assessment data.		Jason Karno	
3	Students will be given winter benchmark assessments. AIMSWEB reading fluency. MAP tests. Kinder will be assessed with CPAA.		Jason Karno	
4	Based on winter benchmark data, students will be evaluated and re-assigned. Intervention groups will change. Supports will be introduced by teachers in the classroom for students exiting out of intervention groups. These supports will be researched, aligned with CCSS, and based on the data of each individual student.		Jason Karno	
5	All students receiving reading intervention supports will be progress monitored. Those in the lower 10% (Red) will be progress monitored once a week. Those students below 25% (Yellow) will be progress monitored once every other week. Furthermore, all male students will be progress monitored through the winter benchmark to assess		Maggie Heppe	

their needs and progress.			
---------------------------	--	--	--

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	Nan Heim	03/28/2014	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Principal and Vice Principal will conduct McRel walkthroughs checking for levels of Bloom's taxonomy and beginning stages of CCSS implementation.			Maggie Heppe			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE09	The principal will challenge and monitor unsound teaching practices and support the correction of them. (1030)	SC	Nan Heim	04/01/2014	0		
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
There are no tasks created for this Objective							

1/9/2014 11:34:05 AM

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF05	Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL	Nan Heim	05/30/2014	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
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) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Nan Heim	01/10/2014	12	66.67%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Professional Development provided to teachers based on what needs are yielded by the McRel data. After district wide professional development and unveiling of data, it was determined that Cooke needed PD in the areas of non-linguistic representation, summarizing, analogies, similies, metaphors, pair/share, and cooperative learning. This was provided at a staff meeting by RtI coach Jason Karno and the 2nd grade team.	District data to be cross referenced with school data in order to determine areas in need of professional development	Jason Karno	10/03/2012			
2	McRel data will show improvement in areas of Professional development; cooperative learning, pair/share, non-linguistic representation, summarizing, comparing.	McRel data was analyzed and the percentages for cooperative learning went up by 5%. Pair/share data increased by 3%, non-linguistic representation increased by 5%, summarizing increased	Maggie Heppe	04/26/2013			

		close to 10%, and comparing increased by 4%. This was measured by McRel data analysis at BLT meeting in April.		
3	Looking at the 2012 ISAT data, student performance of males was significantly lower than their female counterparts. Administration will present staff with research based strategies to improve reading and math performance for male students.	Ms. Heim presented professional development on the lower performing males over a three week period. Staff was engaged in discussion and provided with research based strategies to implement in their classroom instruction.	Nan Heim	02/27/2013
4	Continual sharing of McRel walk through data with entire staff at Curriculum Wednesday meetings.	This is ongoing and the last sharing of McRel data to staff, showing improvement in particular areas will be on May 29th, 2013	Maggie Heppe	05/29/2013
5	A schoolwide report will be shared quarterly at staff meetings showing trends in effective instruction.	Data was shared and analyzed monthly at staff meetings and used data to affect instruction within the school	Pablo Arobola	05/23/2012
6	Teachers will conduct a self-assessment survey to reflect on their teaching strategies.	Ms. Murphy will help Mr. Freer with the questions of the survey. Survey was created and administered.	Todd Freer	03/10/2012
7	Grade level teams will provide professional development in the form of a book study and chapter presentations at staff meetings from the book: "Classroom Instruction That Works, 2nd Edition"	this was completed over the first semester and into January.	Nan Heim	02/13/2013
8	Staff will receive professional development on explicit instruction thus enhancing the participation of students and student engagement, which will be reflected in McRel data through observations..	The McRel data showed that students at Cooke could be even more engaged. The RtI coach was sent to a professional development with Anita Archer on Explicit instruction. Upon analyzing the data and seeing the success in the classroom with explicit instruction, it was determined that the whole staff would benefit from an introduction to this teaching strategy with a follow up due in the fall of 2013. The principal was involved in the data analysis and was in favor of the PD due to the fact that Cooke students are active, creative students.	Jason Karno	10/22/2014
9	Staff will receive further professional development on explicit instruction thus enhancing the participation of students and student engagement, which will be reflected in McRel data through observations and in their observations using the Danielson model.		Jason Karno	
10	As we move forward from Blooms' taxonomy into Webb's depth of knowledge, training will be provided to staff on how to utilize Webb's depth of knowledge in their instruction. Progress will be measured in the updated McRel walk-through too which will be reflective of Webb's depth of knowledge.		Nan Heim	
11	Continued training for staff on Common Core State Standards including the new assessment tool, the PARCC, collaboration, unit		Nan Heim	

	planning, introduction to the standards, close reading, and text dependent questions, ELA standards K-5. Training will be done by internal teacher experts, outside experts, and district personnel.			
12	70% of all Cooke teachers will incorporate CCSS terminology and standards into their lesson plans.		Nan Heim	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)		Nan Heim	10/01/2013	2	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Each grade will be responsible for a different chapter in book study, "Classroom Strategies That Work, 2nd Edition". Teams will read chapter, meet to discuss chapter, and present chapter to the rest of staff for professional development.	all grade levels presented a chapter of the book study. Rtl coach presented McRel data revolving around percentages that were low. Teachers were given new, hands-on strategies to implement in their classrooms to meet the needs of various learners and help to improve lacking areas in McRel data		02/13/2013
2	Teachers will read and present "Core Six" to staff on PD day. This is a book of CCSS strategies and teaching practices that will provide teachers with immediate ideas to implement right away in the classroom.		Jason Karno	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB04	Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others. (1051)	RTI,ELL	Nan Heim	02/01/2013	7	100%	Objective Met -

04/09/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Implementation of ELL tutoring for students in need K-5		Maggie Heppe	10/11/2012
2	Ongoing ELL tutoring for K-5 students in need.	Official program completed for the year.	Maggie Heppe	03/01/2013
3	Specialists met with administration to discuss ways to integrate reading and writing instruction into the fine arts, PE, and science curriculum.	Staff set goals for themselves around the integration of reading and writing into the arts and sciences. Teachers came up with specific tasks to accomplish this goal.	Nan Heim	10/03/2012
4	Ongoing meetings with the specialists to discuss implementation and progress of incorporating reading and writing into their curriculum.	Ongoing through the end of the school year.	Nan Heim	05/31/2013
5	Implementation of SES tutoring for students in need in grades 1-5.		Maggie Heppe	10/09/2012
6	Creation and implementation of before/after school academic clubs including, but not limited to; yearbook/literary magazine, homework helpers, power point, and science club.	ongoing through the end of the year	Nan Heim	05/15/2013
7	Ongoing SES tutoring for students 1-5 in need.	College Tutors and Chess Academy completed 1/10/13. Orion's Mind concludes 3/12/13. Club Z will end on 3/21/13.	Maggie Heppe	03/21/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	04/09/2013 This is a district goal for an increase by 5% in MAP scores from Fall to Winter. This was indeed challenging and required collaboration and planning on the part of the grade level teams.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	04/09/2013 Continued differentiated instruction and interventions for those in the yellow or red based on both MAP data and AimsWeb benchmarking
3.	Evidence that this Objective has been fully and effectively implemented	Overall reading scores will increase by 5% on NWEA/MAP scores from the fall benchmark to the winter benchmark testing period. 04/09/2013 Overall reading scores will increase by 5% on NWEA/MAP scores from the fall benchmark to the winter benchmark testing period. The data showed that MAP scores did indeed increase in most areas by the 5% required.

1/9/2014 11:34:05 AM

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB05	All teachers will re-teach based on post-test results. (1052)		Jason Karno	10/02/2013	3	33.33%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Teachers create their lesson plans using MAP/NWEA data from website. Skills will be addressed as information from DesCartes indicates. Lesson plans will include citations from DesCartes in order to facilitate the isolation of deficient skills.			Shanon Szczesny			
2	Teachers will reflect on the usage of DesCartes and MAP data to create specific lessons to increase achievement of their students. This will be discussed at grade level meetings amongst grade level teams.	Teachers used MAP data to affect instruction. Students are separated into groups based on RIT bands.		Maggie Heppe	04/30/2013		
3	Professional Development will be provided by Rtl coach or teacher expert or outside expert in areas needed. Data from DesCartes will drive the professional development. Analysis of student deficiencies according to MAP results will be discussed at grade level meetings. Teachers feedback will determine the focus of professional development provided.			Nan Heim			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID06 (1057)	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.	SS,SD	Nan Heim	01/10/2014	4	50%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		

1	Teachers will meet for the first time with administration for goal planning that meets the district and school goal of 5% growth	All teachers understood each of their students' goals and began the process of instruction in order to meet goal.	Nan Heim	10/03/2012
2	Final meeting between teachers and administration. All student progress is checked and evaluated against initial goal at the start of the year of 5% growth. Teachers will reflect on whether or not they and their students met the goals. Teachers will assess what they did differently and what worked. The switch to common core state standards will also be discussed and how some of the methodologies used to help reach goals can be integrated into common core instruction.	Goals were exceeded in math by an additional 2% as students went up a total of 8%. In reading, we were within acceptable parameters of evaluative purposes. We are striving to meet the 5% goal for the spring benchmark in reading.	Nan Heim	01/07/2013
3	Teachers will meet with administration for the first time to discuss goal setting and analysis of Fall data from MAP and AIMSWEB as well as ISAT data. Teachers' goals will align with district goals for improvement.		Nan Heim	
4	Final meeting between teachers and administration. Discussion of goals, how and if they were met. Analysis of data sources to show meeting of goals that are aligned with district goals.		Nan Heim	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID10	Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (1061)	RTI,CL	Jason Karno	05/30/2014	6	66.67%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	After fall benchmark and MAP testing, grade level teams will analyze data to determine student eligibility for Title I intervention program (Voyager).	Task was completed and students were placed in Voyager intervention groups beginning 9/7/2012.	Jason Karno	09/07/2012
2	'Yellow' students based on data receive Voyager intervention in reading from Title I teachers. Once a day, for 45 minutes, every	students received intervention for entire 1st semester via Title I teachers. This is ongoing through the end of the school year.	Gustavson/Dolinger	12/21/2012

1/9/2014 11:34:05 AM

	day.			
3	Students given winter assessments in MAP and AIMSweb. Data analyzed for possible graduation from intervention or placement into program.	Data was analyzed and groups were adjusted based on data analysis.	Jason Karno	01/07/2013
4	based on winter benchmark and MAP data, students receive 'Voyager' reading intervention for 2nd semester.	Ongoing through the end of the school year.	Gustavson/Dolinger	05/30/2013
5	Students will be assessed for the Fall benchmark via Aimsweb testing and MAP testing. Kinder will take the CPAA. Intervention groups are determined by the data		Jason Karno	
6	all male students grades 3-5 will be progress monitored bi-weekly in order to determine their progress.		Nan Heim	

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	Maggie Heppe	01/17/2014	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
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Nan Heim	01/08/2014	9	66.67%	

1/9/2014 11:34:05 AM

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Provide support through professional development in reading, writing, and math with a concentration on differentiation. Based on 2012 ISAT scores we will focus on number sense, measurement, and extended response in math. In reading we will focus on comprehension, literature, and extended response.	After reviewing ISAT data Hispanic males need to be targeted for assistance in all reading areas.	Nan Heim	06/05/2012
2	Recreate the GLT agenda and add on what differentiation had occurred the prior week.	The revised minutes template will be distributed electronically to all GLTs	Pablo Arboleda	09/11/2012
3	Provide support and resources for GLT. Ongoing throughout the year		Jason Karno	05/30/2013
4	A SIP day will be devoted to enrich differentiation strategies.	Staff members within grade level teams were trained by Kathy for an entire SIP day. Teachers went from classroom to classroom and shared best practices in differentiating instruction within their own classrooms. A resource manual was put together for all teachers to have access to differentiation strategies.	Kathy Szempruch	05/16/2012
5	Based on NWEA MAP data Spring and Fall 2012, along with AIMSweb benchmark data, teachers were able to form groups of students to receive differentiated direct instruction during weekly school enrichment time in the areas of reading and mathematics. This will occur throughout the current school year and subsequent school years.	Initial system put in place during the 2012 school year and is ongoing.	Nan Heim	06/05/2012
6	Administrators will monitor differentiation during classroom visits.	Formal and Informal; ongoing using McRel evaluation system.	Nan Heim	05/31/2013
7	Additional professional development will be ongoing to meet the needs of the teachers regarding differentiation. McRel data and lesson plans will measure progress in differentiation. Data analysis of McRel, MAP, Aimsweb, and lesson plans will provide direction for professional development. Administrators: Heim, Heppe, RtI Coach: Karno, or staff differentiation experts will provide PD.		Nan Heim	
8	Data analysis of differentiation will be done in the summer of 2013. This will be completed by Ms. Heim, who will be assisted by Mr. Karno and Mrs. Heppe, as well as teachers. Using McRel, ISAT, Aimsweb, and MAP, the data will be analyzed to determine fidelity or further need for PD.		Nan Heim	

1/9/2014 11:34:05 AM

9	Based on the outcomes of data analysis of differentiation, additional professional development and training will need to be provided by in house staff or an outside source at the beginning of the 13-14 school year. This will insure that differentiation is occurring in all classrooms at Cooke.		Jason Karno	
---	---	--	-------------	--

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)		Nan Heim	03/05/2014	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
IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Nan Heim	10/09/2013	7	85.71%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	In order to provide classroom teachers with the opportunity to engage all students, a protected time has been included during every day at all grade levels where all students must be in the classroom, and students may not be pulled out of the classroom for any reason or activity. This was incorporated into the current school year's master schedule, and will be continued during the current school	This was implemented at the beginning of the school year and is now a permanent part of the day for all Cooke students.	Nan Heim	09/07/2012			

	year and subsequent school years.			
2	Building teams will be responsible for presenting one chapter of "Classroom Instruction That Works" during weekly curriculum meetings, focusing on strategies that would help teachers increase their differentiation and best practices.	All chapters have been presented.	Jason Karno	02/13/2013
3	Through McRel walkthroughs administrators can provide immediate feedback regarding engagement and participation.	McRel data was shared a couple of times with our faculty and staff. This is going to be a monthly agenda item to keep our staff informed on how we are using strategies in the classrooms.	Pablo Arboleda	12/07/2011
4	Provide strategies for teachers to improve students engagement.	A checklist will be created to list strategies for teachers. BLT presented at a staff meeting. All information regarding each McRel strategy was put into a staff binder. Binder now located in teacher work room.	Shanon Szczesny	05/02/2012
5	Building will conduct a school-wide, year long, book study and learning project around "Classroom Instruction That Works" 2nd edition in order to increase teacher knowledge towards improving student engagement and differentiation. This will increase student achievement.	Book study on "Classroom Instruction That Works" 2nd edition is completed and teachers have been trained on the pieces within the book study.	Nan Heim	02/13/2013
6	Grade level teams will reflect on building team presentations and discuss how to implement these strategies within grade levels and specialized classes.	Grade Level Teams have discussed, analyzed data, cross referenced lower percentages on Mcrel, and implemented strategies from the book study to reflect those deficiencies and increase student achievement in those areas.	Team leaders	03/08/2013
7	PD will be provided on "Explicit Instruction" by Anita Archer. This will give teachers ideas and instructional strategies to increase student participation.		Jason Karno	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL2	All teachers will establish in their lesson plans and will explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331) Title I Expectations: Plans for assisting preschool students in the successful transition from early	CL,SW	Nan Heim	01/10/2014	1	0%	

childhood programs to local elementary schoolwide programs.

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Teachers will submit lesson plans using CCSS and All of E. These lesson plans will be aligned not only with CCSS, but also with the district wide and school wide goals of creating high expectations.		Shanon Szczesny	