

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL3	School Leadership will monitor and evaluate the implementation of Learning Supports' programming through an on-going data collection system. (2345)	SD,RTI	Mr. Lee Gaiser	08/27/2013	4	100%	Objective Met - 09/26/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Summer 2012, 3rd and 4th grade will create flex groups based upon Spring 2012 Reading MAP data. Fall MAP and Aimsweb bench data used to flex group, beginning 2nd day of school. Winter MAP and Aimsweb bench data used to flex group, beginning in January of 2013. Spring MAP and Aimsweb data will be used to begin 2013-2014 flex groups, beginning 2nd day of school.	?Student MAP data scores needed. Current class lists/enrollment. Recreate Master Schedule to allow specialists to push in. Flex grouping on 3rd and 4th began second day of school, 8/21/12. Groups flexed again on 10/19/12 (beginning of next reporting term), using October MAP data. 12/19/12 5th grade teachers met with principal, used MAP's Winter data and current Aimsweb data to flex, to begin 1/9/13. 12/20/12, 3rd and 4th grade teachers met with principal, used MAP's Winter data and current Aimsweb data to flex, to begin 1/9/13.	Lee Gaiser	12/20/2012
2	PD provided to staff on how to use and read MAP data, focusing on DesCartes, to drive instructional decision making. These meetings to be held between September-May, 2013 (9/19/12, 10/24/12, 11/28/12, 12/05/12, 3/6/13). ULLC coach and principal will meet 1:1 with teachers to discuss MAP data and next steps on 2/13/13. ULLC coach and principal will lead GLT meetings to offer PD on DesCartes and assess data on 2/27/13, 3/18/13, 4/23/13, 5/21/13. Glenwood's BLT, knowledgeable staff members, and district staff will lead the PD. PD will focus on our subgroups of LEP, Black, and Economically Disadvantaged students.	?Plan presentation. Invite District Data director to assist PD during a SIP. Jonathan Brown came to Glenwood on 10/24/12, gave overview of DesCartes usage in the classroom. Next step will be to plan PD for remaining open dates this 2012-2013 school year with the BLT. 2/13/13-Principal met 1:1 with teachers to discuss their NWEA MAP data, using DesCartes to drive instruction. 2/15/13-Final dates set for PD with ULLC coach for data analysis. 2/19/13-External Rtl Coach met with 1st and 2nd grade during GLT meetings to discuss how to use MAP data to create small groups and DI instruction. Emphasis will be on how to understand DesCartes.	Lee Gaiser	02/15/2013
3	Support staff (Resource teachers, Title I teachers and Superintendent Support Teacher) added into Master Schedule to	System in place with dates for data meetings to occur.	Lee Gaiser	02/15/2013

	allow for flex grouping placement. These teachers are also part of the evaluation process when looking at MAP, Aimsweb, and classroom assessments (after each bench period) to determine correct flex placement for students. Data meetings for 1st through 5th grade (where GLT members, school psy, District External RtI Coach, principal, and support staff) convene after each MAP/Aimsweb bench periods; fall, winter, and spring. New flex groups to begin day 1 of next grading period. In-between grading periods, Aimsweb data (progress monitoring) and classroom assessments used to monitor correct student placement.			
4	Spring, 2013, 1st grade through 4th will create flex groups based upon Spring 2013 Reading MAP data and Aimsweb data. Flexing for 3rd-5th will begin 2nd day of school. For Winter, MAP and Aimsweb bench data will be used to flex groups, beginning in January of 2014. Spring MAP and Aimsweb data will be used to begin 2014-2015 flex groups for 3rd-5th, beginning 2nd day of school.	Flexing for 3rd-5th is a system in place.	Lee Gaiser	09/26/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	02/15/2013 Staff frequently uses Aimsweb and MAP data to determine proper flex grouping. At the onset, staff was very wary and uncomfortable with the idea of losing their homeroom students for LA. As the year progressed, staff became more comfortable communicating about data and student progress. Teachers have taken on more ownership of all the students per grade level, as opposed to individual classroom ownership. 09/26/2013 3rd-5th grade teachers are very comfortable with looking at grade-level data, deciding flex groups, monitoring student movement per instructional level, and making necessary changes as they apply to student data. We needed to reevaluate our approach to BIL students, 1st-2nd, due to the addition of the Dual Language program. This made the decision not to flex these students.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	02/15/2013 Regular data meetings needed to review proper student placement and progress. Master schedule will be looked at each summer to ensure proper placement of support staff, as data needs dictate. Analysis of data over a 3-5 year period needed to fully assess flex grouping effectiveness. 09/26/2013 Continual look at benchmark data. Make decisions based upon said data. Training of new staff. Master Schedule created to allow for flex grouping.
		Beginning August, 2012, grades 3 and 4 will flex group their students for reading, using MAP data from Spring 2012. After each bench period, teachers will regroup students, based upon RIT band ranges, in conjunction with Aimsweb data. By January, 2013, 5th grade will also flex their students. Support staff (Title teachers, Sped Resource teachers, and Superintendent Support Teacher) will push-in (inclusion) to offer DI support, increase small group instruction. DI

3.	Evidence that this Objective has been fully and effectively implemented	instruction will be driven by use of DesCartes and evidence-based interventions. For 2013-2014, grades 1-2 will flex their students. 02/15/2013 August, 2012, grades 3 and 4 flexed their students for reading, using MAP data from Spring 2012. After each bench period, teachers flexed their students, based upon RIT band ranges, in conjunction with Aimsweb data. January, 2013, 5th grade flexed their students. Support staff (Title teachers, Sped Resource teachers, and Superintendent Support Teacher) pushed-in (inclusion) to offer DI support, increase small group instruction. DI instruction driven by use of DesCartes and evidence-based interventions, as evidenced by lesson plans and McREL walkthroughs. 09/26/2013 3rd-5th grade teachers currently flexing, have been for second consecutive year.
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL6	School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)	SC	Barbara Olbur	06/14/2014	6	66.67%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	On the evening of Open House, the PBIS Universal Team will present Glenwood's expectations and incentives to the parents and students. They will also give suggestions to families as to how to encourage positive behavior at home and at school. This presentation will be given in two shifts.	?Powerpoint needs to be created and uploaded to Glenwood's website. Parent survey needs to be created, copied and distributed to families. Analyse of parent survey needs to be done. Presentation given to parents. Open House was divided in 1/2, A-L students came first hour, M-Z came second hour. As parents arrived to school, they were directed into the gym to hear this presentation. Gym was completely full of parents for both sessions. As indicated by exit slips, parents very pleased with format of evening and information shared.	Barbara Olbur	09/11/2012
2	Two evenings planned to provide opportunities for parents and students to set an academic goal. Academic Goal: Based upon MAP data. Parents and students will be introduced to reading an ASG report, what a RIT score is, and how to set a goal based upon an individual's growth target.	?Dates set for two evenings. Recruit 11 teachers (6 for the event, 5 for childcare). A total of 6 teachers will plan the event. Four hours of planning, one hour of presentation for each evening. Data reports run and copied. Training materials need to be provided. Parent survey created, printed, and distributed. BLT to analyze survey results and share with staff. Goal-setting sheets need to be printed for each student. Invitations sent to families. GlobalConnect phone	Barbara Olbur	10/10/2012

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		call to Glenwood families. 10/23/12: Very successful evening. We had two rooms with teachers leading the conversation with parents (a BIL room and a Mono room). Approximately 100 families attended. Exit tickets collected from parents were extremely positive. Many indicated that they will attend the 2/19/13 Goal Setting Evening. 2/19/13: We feel this evening went very well. 65 students plus their family members responded. We had parents and students who also attended the 10/23/12 evening attend. We also had new families and students attend. We had two rooms with MAP presentations: the gym accommodated our families needing Spanish assistance, our Multi-purpose room had families who were comfortable conversing in English. Families and students goal-set with their current MAP RIT scores for Reading and Math. Families and students also set behavior goals, as aligned to our PBIS initiative.		
3	Weekly newsletters distributed to families. Newsletters included Reading strategies and tips to be used at home, important dates for school events, and recognition of successful students.	Newsletters are sent weekly, in Spanish and English.	Carlos Mesa	10/04/2012
4	Development of Glenwood PTO to increase parent involvement.	As of December, 2012, first PTO meeting held. Monthly meetings set for January-May, 2013. These will continue into the 2013-2014 school year. October 22, 2013 PTO met, 4 parents attended.	Patricia Salmon	
5	GlobalConnect (in English and Spanish) phone calls used to inform families of Glenwood events.	GlobalConnect phone call made in English and Spanish.	Lee Gaiser	10/21/2012
6	Solicit parental membership on Glenwood's PBIS Universal Team and BLT.	Still in progress.	Barbara Olbur	

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) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Mr. Lee Gaiser	06/06/2014	3	33.33%	

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	SAM Consultant Firm will disaggregate ISAT and MAP data looking for correlations and areas of strengths and weaknesses. This information will be presented to staff on August 15th, August 21st, and October 23rd. Teachers will use this information to differentiate classroom instruction in reading and math.	8/15/13-Analyzed 2013 ISAT and spring MAP data by district, school, grade, class, student and goal. Analyzed data to gain instructional insights that can be used to close the achievement gap. 8/21/13-Analyzed CCSS scope and sequence by grade for reading. Revisited MAP data and looked at ready-to-use resources. 10/23/13-Reviewed fall 2013 MAP data by district, school, grade. Trajectory of cohort groups, by goal. Analyzed goals by class and by student. Predicted 2014 ISAT proficiency by performance level and class breakdown. Looked at MAP growth data, student growth summary, and achievement status and growth from fall 2012 to fall 2013 and winter 2014 projection. 11/06/13-Looked at student academic achievement by focusing on CCSS, reading and math standards. Target was to look at student MAP growth from fall 2013 to winter, 2014. Developed 25 day plan, for grades K-1: focusing on informational and literature, numbers and operations base 10 and vocabulary. For grades 2-5: informational text, numbers and operations base 10, and vocabulary. 12/04/13-Reviewed setting objectives, making sure they are focused on CCSS. Also, Close Reading strategies were taught, materials provided for teachers to use.	Phyllis Geren	
2	Provide exist slips for staff to complete after professional development days, for professional development needs, based upon our disaggregated data, and what staff members feel they need additional help with.		Lee Gaiser	
3	Create professional development calendar for Glenwood, based upon staff survey results and dis-aggregated data results.	PD Calendar created for 2013-2014 SY.	Lee Gaiser	09/02/2013

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	Mr. Lee Gaiser	06/01/2012	4	100%	Objective Met - 06/11/2012
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	-SMART Goals set for each staff. Meetings with staff 2x during year to discuss.	9/16/11 SMART Goals explained to staff. Data Buddies working together wrote their individual SMART Goal. First meetings were held with principal and individual teachers the week of 1/18/12. 2nd such scheduled meetings began the week of 5/14/12. During these meetings, teacher and principal set goals for 2012-2013. BLT during the summer will assess the SMART Goals that were set last year, decide if changes are needed. In conjunction with the RtI Department, Glenwood will identify key trends from our data and link with the McREL, SIOP, and Marzano initiatives to identify researched-based strategies that will impact our students' achievement.		Lee Gaiser	06/01/2012		
2	-Accentuate the use of instructional strategies to address student needs, specifically the ELL subgroup: SIOP training for 2011-2012, Marzano's 9 Instructional Strategies that Work book study beginning in January 2012.	Marzano Book Study: Chapter assignments needed for 2nd semester. Individual grade levels will present their assigned chapter. Assignments given to teams prior to Winter Break. Study began on 1/18/12. During Wednesday morning SIP meetings, chapters 1-8 have been presented by grade-level teams, specialists (Art, Music, PE, Interventionist, Title I, Speech, Resource, etc.) and BLT members. SIOP: Coaching dates of December 20 & 22 completed, February 21 and April 19-20 scheduled. On 12/20 & 12/22/11, SIOP lessons were created, analyzed and modeled by the Coach as grade-level team members observed. On February 21 SIOP Coach worked with grade-level teams. Focus area was on writing better Content Objectives and Language Objectives for math, as they pertain to SIOP. On April 19 SIOP Coach met with grade-level teams to discuss a SIOP lesson for Language Arts, to be modeled by the Coach in a		Lee Gaiser	05/24/2012		

		Bilingual classroom the following day. On April 20 SIOP Coach modeled lesson, team debriefed afterwards. *This will continue with an in-depth study for 2012-2013. One chapter per month alongside the 2 hour webinars per month. This study will be linked to the students' agendas as well as building-wide themes.		
3	-Alignment between learning standards and objectives and classroom instruction: SIOP (Content Objectives & Language Objectives). By end of 2011-2012 each teacher will post a CO for each subject, LO for Math.	SIOP training began in September, 2011. Initial training will conclude in November. Coaching dates to begin in December, 2011. As of 2/2/12, all classroom teachers have a Content Objective for all subjects and a Language Objective posted for Math. Beginning 4/30/12, teachers will begin posting these Objectives for LA. This is ahead of the original schedule. For 2012-2013, all teachers will post a CO and LO for Math and LA.	Lee Gaiser	02/02/2012
4	-Feedback about performance: 10 McREL Power Walkthroughs per week, with goal to complete more as year progresses.	Walkthroughs begun in October, 2011. Beginning in November, 2011, 2 glow and 1 grow comments will be added. Glenwood staff shown McREL data on 12/14/11 & 1/18/12. Grade-level teams shown data on 2/1/12, as BLT member led discussion. As of 2/2/12, 280 McREL Walkthroughs have been conducted. At the end of 2011-2012, 287 McREL Walkthroughs have been conducted by the Principal. Beginning 1/18/12 teachers met 1:1 with the principal to go over data. Individual McREL data shared. Beginning 5/14/12, teachers will meet 1:1 with the Principal to discuss data. Aimsweb, NWEA MAP, and McREL Walkthrough data discussed. *This will continue into 2012-2013. Principal's goal will be to conduct 540 Walkthroughs, or 15 per week.	Lee Gaiser	05/29/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	6/11/2012 McREL Walkthroughs were performed throughout the year. Teachers received feedback of their walkthroughs. Objectives posted in each classroom (Content Objective for every subject, Language Objective posted for math). Instructional Strategies studied throughout the year via book study. Each grade-level team presented chapters. These strategies were accentuated in the McREL Walkthroughs. 1:1 meetings, to address SMART Goals, were conducted by the principal and classroom teachers.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	6/11/2012 Walkthroughs will continue. SIOP refresher trainings will occur. Additional staff to be trained. Eventually, Language Objectives will be required for LA as well. Glenwood will receive 2 hours monthly of training surrounding the 9 Instructional Strategies book. This training will be provided by the District via webinars. Glenwood's BLT will also reinforce this training during our SIP meetings. BLT will address the current SMART Goals that were set for the staff

		and adjust in accordance to our ISAT, MAP and imswab data.
3.	Evidence that this Objective has been fully and effectively implemented	<p>-Feedback about performance: 10 McREL Power Walkthroughs per week, with goal to complete more as year progresses. -Alignment between learning standards and objectives and classroom instruction: SIOP (Content Objectives & Language Objectives). By end of 2011-2012 each teacher will post a CO for each subject, LO for Math. -Accentuate the use of instructional strategies: SIOP training for 2011-2012, Marzano's 9 Instructional Strategies that Work book study beginning in January 2012. -Assigning academic subject time slots: LA and Math blocks created for this year. Feedback from staff needed, via survey at end of the year. -Visibility: 10 McREL Power Walkthroughs weekly. -SMART Goals set for each staff. Meetings with staff 2x during year to discuss. -See that teams function effectively: Attend team meetings, building-wide meetings such as Universal, Tier 2 and 3 meetings. -Schmoker's set small, measurable goals that can be achieved monthly, quarterly or annually: SMART Goals set with each teacher, meeting with teachers 2x this year.</p>

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF08	<p>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)</p> <p>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</p>	SP,SW	Kelly Torres	06/01/2012	2	100%	Objective Met - 06/11/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	SIOP training will give teachers strategies to increase pair and small group work, along with students being able to articulate the learner objective and incorporate Marzano's 9 instructional strategies.	<p>Constant and regular feedback given to teachers from the McREL Walkthroughs. Since the beginning of the Marzano book study, and help from the Pearson SIOP Coach, teachers have increased Pair and Small Group work, as evidenced in McREL Walkthroughs. Since the SIOP training and the Marzano book study, the following has been documented from the McREL Walkthrough Pair, 2% increase for K-2, 2% increase for 3-5. Small group 1% increase for K-2, 2% for 3-5. Articulating Learning Objectives went up 1% for K-2 (38%), stayed the same for 3-5 (at 65%!). After reviewing our data, some progress has been shown. The Marzano book study will be completed in May,</p>	Martha Martinez de Mesa	05/24/2012

		continued in 2012-2013, using the updated version. Also, further emphasis will be placed on SIOP implementation. McREL data will continue to be used to monitor. Additional staff will be trained in 2012-2013. Current staff will receive refresher training during our SIP meetings throughout the year. Additionally, during our SIP meetings, PD will emphasize the link between Marzano, McREL and SIOP.		
2	Staff will be given Bloom's handouts with action verbs to drive their instructional decisions at a higher level. Discussions regarding these items take place during SIP meetings, grade-level meetings and 1:1 teacher and principal meetings.	Handouts handed out and emailed to staff prior to the 12/14/11 SIP Meeting. 2/1/12: BLT led discussions with individual grade-level teams concerning McREL data, with a focus on Bloom's, Objectives, Context (pair work, individual work, etc.). Comments sent via email using the McREL Walkthrough template are ongoing. Teachers meet with Principal to discuss recent Walkthrough data. Continuing discussions will take place for the remainder of the year. 2012-2013 will place greater emphasis on 1:1 meetings with teachers to identify key trends in student data.	Lee Gaiser	02/01/2012
Status of Objective				
1.	Describe your Experience in pursuing this Objective	6/11/2012 SIOP training and coaching provided. SIP time used to increase awareness of classroom groupings and the articulation of learning objectives. Blooms handouts given to staff. This increased awareness of higher order thinking when lesson planning.		
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	6/11/2012 SIOP refresher trainings will be conducted. Additional staff will receive SIOP training. Further emphasis will be placed on Blooms and incorporating higher order activities as evidenced in lesson plans and McREL walkthroughs. 2 hour webinar training will be provided by the District on the 9 Instructional Strategies. These strategies will also be emphasized by the BLT during SIP meetings.		
3.	Evidence that this Objective has been fully and effectively implemented	Increase in the following will be shown (using McREL data run on 1/30/12): • Bloom's (increase Analyze, Evaluate and Create levels of Bloom's, from 5% to 15%) • Context-Grouping of the student(s) (increase Pair work and Small group work, from 17% to 35%) • Primary Instructional Strategy (a 10% increase in Marzano's 9 instructional strategies) • Articulation of the Objective(s)/Setting the Objective (an increase in Articulation of Objectives, from 52% to 70%)		

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)		Mr. Lee Gaiser	05/01/2012	4	100%	Objective Met - 06/11/2012
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Marzano's 9 Instructional Strategies book study will begin in January, 2012. Each grade level will be responsible for presenting an instructional strategy.	2/8/12: BLT presented chapters 1-2. 2/15/12: 4th grade presented chapter 3 3/7/12: 3rd grade presented chapter 4 3/14/12: 5th grade presented chapter 5 4/4/12: 1st grade presented chapter 6 4/11/12: 2nd grade presented chapter 7 4/25/12: Kinder presented chapter 8 5/9/12: BLT will present chapter 9 5/16/12: BLT will present chapter 10 2012-2013, chapters 11-13 will be completed, review of chapters 1-10, using the updated version.	Lori Gordon	05/16/2012			
2	Guided Reading training was provided for the whole staff in October, 2011. New teachers to Glenwood will receive additional training.	Additional staff, depending upon their needs, were trained in a small group setting throughout the fall. All 1st-4th year staff are formally observed during Guided Reading to ensure fidelity.	Barbara Olbur	11/18/2011			
3	Staff will be trained on NWEA MAP and how to use DesCartes to DI instruction.	After working with the staff, it was determined that staff needed training on navigating the new NWEA MAP website. Staff was shown how to retrieve DesCartes, access student data, specifically the ASG report. This initiative will continue in the 2012-2013 school year.	Norma Rosario	09/28/2011			
4	Based upon ISAT 2011 data, showing ELL subgroup not demonstrating AYP proficiency (62.3% not demonstrating), SIOP training commenced in September, 2011. Will conclude in November, 2011. Coaching dates will run from December 2011 through April, 2012.	Explanation to staff regarding SIOP Coaching Days will occur on December 2, 2011. Pearson coach will model a math lesson. 12/20/11: SIOP Coach met with grade-level teams. Team Leaders prior to this meeting prepared a SIOP math lesson. Lesson discussed, SIOP Coach tweaked the lesson to be more aligned with the SIOP philosophy. 12/22/11: SIOP Coach modeled the math lesson for 30 minutes. Teams met and discussed afterwards. 2/24/12: SIOP Coach worked with grade-level teams on writing better Content and Language Objectives for math. 4/19/12 SIOP Coach worked with grade-level teams to write a SIOP LA lesson. This lesson was modeled	Patricia Salmon	04/20/2012			

		on 4/20/12 by the SIOp Coach in a Bilingual classroom. Debriefing occurred after. For 2012-2013, 15 additional teachers will receive SIOp training.		
Status of Objective				
1.	Describe your Experience in pursuing this Objective	6/11/2012 Grade-level teams presented the chapters of the Strategies book. This allowed Glenwood to see where staff strengths lie so that Glenwood teachers can be utilized as a resource for future PD needs. Different teams displayed varying levels of understanding regarding the use of DesCartes. At the last SIP meeting, staff requested more training on the use of DesCartes and how to apply to instructional decision-making. Staff was new and receptive to SIOp training. BLT will continue to show the link between the upcoming Common Core Standards with the McREL/9 Instructional Strategies, ISAT/MAP/Aimsweb data and SIOp strategies.		
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	6/11/2012 Further PD will be required to fully utilize MAP data (DesCartes) as it pertains to Dling instruction. Refresher training on SIOp will be provided to the staff. Additional staff to receive initial SIOp training. New staff will be trained on Guided Reading. Others will receive feedback and/or refresher training, as needed. Book study on revised edition of 9 Instructional Strategies to be done in 2012-2013, as well as 2 hours of PD provided va webinar during SIP meetings. Guided Reading refreshers will be provided as needed.		
3.	Evidence that this Objective has been fully and effectively implemented	Teachers will be knowledgeable in Marzano's 9 Instructional Strategies, NWEA MAP & DesCartes, Guided Reading, SIOp (Content Objectives and Language Objectives).		

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	Kelly Torres	06/09/2014	6	33.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	By December, 2012, staff will be introduced to PARCC and its significance to the CCSS Frameworks.	Staff was given a scavenger hunt to identify key points within the PARCC Framework. Staff worked in small groups to discuss changes in instruction, and addressed concerns staff had regarding the upcoming CCSS.	Lee Gaiser	12/05/2012

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2	Two full SIP/Institute Days (1/22/13, 2/12/13), dedicated to introducing the staff to ELA literature and informational texts CCSS, as well as Math CCSS. Instructional strategies for ELA CCSS taught to the staff.	On 1/22/13, staff was introduced to the literature and informational standards, using available resources. Staff created questions focusing on a 3rd grade literature story, emphasizing higher order questions, based upon the 3rd grade CCSS. Questions that staff created were discussed and evaluated for rigor. Finally, staff worked together with grade-level teams to create a lesson, based upon their informational CCSS. Survey results from staff for the 1/22/13 SIP showed extremely favorable comments. 2/12/13, BLT led staff PD on CCSS. In the AM, focus was on ELA, 3rd grade, and incorporating writing and evaluating accuracy of questions as they pertain to the standard. PM, staff introduced to changes with regards to the Math standards. Teachers then worked in GLTs to identify changes in curriculum and major focuses in their grade.	Bev Brown	02/12/2013
3	Grade-level teams lesson plan using the CCSS, not the Illinois State Standards. Teachers familiar with the CCSS as they pertain to their grade level, as well as the grades above and below. Teams collaborate to specify learning activities that are designed to meet the CCSS. This task measured through CCSS citation in lesson planning and McREL walkthrough data (use of higher order questioning and activities).	Two SIP days devoted to educating the staff on the changes as they relate to ELA and Math CCSS (1/22/13, 2/12/13). On 2/12/13 binders were given to each staff member with CCSS for each grade level (K-5), ELA and Math. Binders will be utilized at GLT meetings to create activities and lessons, aligned to CCSS.	Carlos Mesa	
4	Teachers use common assessments aligned to PARCC to determine if mastery, as identified by the CCSS.			
5	SIP meeting, 1x monthly, dedicated to offering PD to staff on understanding and use of CCSS. Measured through lesson plans, exit slips to help gather staff needs for future PD.	Exit slips from 1/22/13 and 2/12/13 being reviewed to determine upcoming SIP meeting PD needs.	Lee Gaiser	
6	Part of the 10/01/13 SIP day will be dedicated to looking at the Math standards and their instructional practices, as they relate to the CCSS. Additional SIP hours will be dedicated to this.	10/01/13-Math Coordinator from the district came to show math common core standards and how they differ between grade levels. Future dates: 1/21/14, 3/05/14, 4/09/14, and 5/07/14.	Bev Brown	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Lori Gordon	05/31/2013	3	100%	Objective Met - 09/06/2012
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Share SMART Goals with staff, create Data Binder and choose Data Buddies. SMART Goals are: 1. Grades 1-5, each teacher will be expected to show NWEA MAP growth for ALL of their students, as evidenced in RIT increases. 2. Grades 1-5, using the 20th%tile for BIL FT, 40th%tile for BIL PT and 60th%tile for Mono of the Table 5-School percentile ranks sheet, each teacher will be expected to have their students meet or exceed their NWEA MAP RIT point target for reading. Grade 1 will follow Grade 2 expectations. For last year's results, look at the ASG report, "Percentage of Students who Met or Exceeded their Target RIT." 3. 10% growth for Aimsweb- Grades K-5, using ISAT cut score targets, each teacher will be expected to show a 10% improvement for students in the red and yellow.	Task completed. Data day set for 5/15/12 to assess these goals and decide what changes are needed for 2012-2013. 2012-2013-BLT will assess these SMART goals, decide upon necessary revisions and resources staff need. Rtl Department will play crucial role in helping identify key data trends as they pertain to student achievement and necessary PD and/or resources needed to continue our upward trends.		Lori Gordon	09/16/2011		
2	Summer of 2011 BLT chose SMART Goals.	BLT met and developed the goals.		Lori Gordon	07/19/2011		
3	Meet with Principal 2x a year, after Winter and Spring benchmarks. Create timeline and sign-up sheet for Data Interviews, to begin the week of January 30-February 10 2012. Create timeline and sign-up sheet for Data Interviews, to begin the week of May 14-25, 2012. Discussions to involve with K-5 Teachers: 1) Identify students in the Green, Yellow and Red of Aimsweb data. 2) Has there been a 10% improvement for students in the red and yellow? If not yet, are your students on target to meet this goal? 3) Identify interventions in place, are they working? 4) What SIOP techniques have you incorporated into your teaching? 5) Link to McREL Walkthroughs: has your grouping of students changed (more pair, small group, cooperative) and are students able to articulate the Learner	Create time-line and sign-up sheet for Data Interviews, to begin the week of January 30-February 10 2012. Create time-line and sign-up sheet for Data Interviews, to begin the week of May 14-25, 2012. Discussions to involve with K-5 Teachers: 1) Identify students in the Green, Yellow and Red of Aimsweb data. 2) Has there been a 10% improvement for students in the red and yellow? If not yet, are your students on target to meet this goal? 3) Identify interventions in place, are they working? 4) What SIOP techniques have you incorporated into your teaching? Beginning January, 2012, 1:1 meetings with principal and teachers. Data reviewed, goals set for spring. Spring, 2012: Second 1:1 meetings between principal and teachers begins 5/14/12. 5) Link to McREL Walkthroughs: has your		Patricia Salmon	06/01/2012		

	<p>Objectives? Discussions to involve 1-5 Teachers (not BIL 1st grade Teachers): 1) Identify students who are making growth, according to your RIT score, as well as students who are stagnant on NWEA MAP. 2) Discuss possible reasons as to why students are not making growth on NWEA MAP. 3) How are you using DesCartes to individualize instruction?</p>	<p>grouping of students changed (more pair, small group, cooperative) and are students able to articulate the Learner Objectives? Discussions to involve 1-5 Teachers (not BIL 1st grade Teachers): 1) Identify students who are making growth, according to your RIT score, as well as students who are stagnant on NWEA MAP. 2) Discuss possible reasons as to why students are not making growth on NWEA MAP. 3) How are you using DesCartes to individualize instruction? *Will continue into 2012-2013.</p>		
<p>Status of Objective</p>				
<p>1.</p>	<p>Describe your Experience in pursuing this Objective</p>	<p>9/6/2012 Pro: This goal helped the staff become more aware of data and how to use this information to drive instructional decision making. Pro: This led to flex grouping of 3rd and 4th grade students, with 5th to join in January, 2013. K-2 to join in 2013-2014. Reason: To target their individual needs based upon MAP RIT scores. Con: Time to meet with Data Buddies was limited. Learned: The need to have more 1:1 conversations with the Principal became evident.</p>		
<p>2.</p>	<p>What continued work will be necessary to sustain your efforts and continue to meet the Objective</p>	<p>9/6/2012 Monitor RIT scores at benchmarks to make flexing and instructional decisions. More frequent progress monitoring will be done to see effects of flex grouping. More collaboration needed on each grade-level team, including support staff (all hands on deck!). Conversations to be held often with teachers and Principals to continuously monitor program effectiveness.</p>		
<p>3.</p>	<p>Evidence that this Objective has been fully and effectively implemented</p>	<p>August of 2011, BLT set smart goals for the staff based upon MAP and AIMS web data. We examined sub groups and analyzed NWEA MAP School Percentile rankings chart and set goals for monolingual, part-time/sheltered, and full time bilingual. AIMS web goals were set according to ISAT cut score targets. SMART Goals are: 1. Grades 1-5, each teacher will be expected to show NWEA MAP growth for ALL of their students, as evidenced in RIT increases. 2. Grades 1-5, using the 20th%tile for BIL FT, 40th%tile for BIL PT and 60th%tile for Mono of the Table 5-School percentile ranks sheet, each teacher will be expected to have their students meet or exceed their NWEA MAP RIT point target for reading. Grade 1 will follow Grade 2 expectations. For last year's results, look at the ASG report, "Percentage of Students who Met or Exceeded their Target RIT." 3. 10% growth for Aimsweb- Grades K-5, using ISAT cut score targets, each teacher will be expected to show a 10% improvement for students in the red and yellow.</p>		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP		09/20/2012	1	100%	Objective Met - 02/19/2013
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	The district creates a compact annually because Glenwood is a school-wide Title I school.	Annual compact is created.		Lee Gaiser	09/23/2012		
Status of Objective							
1.	Describe your Experience in pursuing this Objective	02/19/2013 Each year the compact is created.					
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	02/19/2013 Annual review of compact will be needed to ensure Title I compliance.					
3.	Evidence that this Objective has been fully and effectively implemented	02/19/2013 Office of School Improvement has coordinated with Glenwood to ensure completion.					

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL1	All teachers will demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC	Mr. Lee Gaiser	06/04/2014	4	50%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	SIP meetings, monthly, dedicated for teachers to work with one another to create higher levels of Bloom's activities and CCSS	BLT to plan activities. SIP meeting time allotted. Utilize resources given to teachers. I.e. Critical Thinking wheel, Critical Thinking		Lee Gaiser			

	strategies, which in turn leads to higher levels of student achievement (as measured in Aimsweb, MAP, and classroom assessments). These activities improve instruction for our subgroups (LEP, Black, and Economically Disadvantaged).	Strategies Guide flipchart. 12/05/12: BLT led SIP (staff meeting) on the PAARC's frameworks for ELA. Emphasis was on introducing PAARC's expectations, per grade level, for implementation of CCSS. 2/13/13: Up to today, staff has participated in 10 McREL CITW webinars. These webinars focus on research based instructional strategies proven to improve academic achievement. They also have addressed higher order thinking skills. The 1/22/13 and 2/12/13 SIP days have had activities that required teachers to develop higher order thinking questions, as they relate to Bloom's and their alignment to the CCSS.		
2	Staff will receive grade-level and building-wide McREL data. McREL data discussed monthly during GLT meetings. As necessary, principal meets 1:1 with individual teachers to go over McREL data.	McREL data reports needs to be generated weekly, emailed to the staff. Staff as a whole has looked at McREL data several times this year. Individual grade-level teams have been given McREL data to discuss at grade-level teams. This is an ongoing topic of discussion for this school year. GLTs (Grade-level teams) meet weekly. Principal sends out McREL data for building to whole staff. Reports run are for the whole building as well as for each individual grade level.	Lee Gaiser	
3	Glenwood staff will participate in McREL webinars, focusing on the 2nd edition of the Instructional Strategies That Work book. These strategies will be utilized to address the LEP, Black, and Economically Disadvantaged subgroups. These webinars will be discussed at SIP meetings and Grade-level team meetings. SIP time will be dedicated to sharing what worked, what didn't work using the information learned during the webinars. Glenwood staff takes information learned from webinars, incorporates into lessons (as evidenced in lesson plans).	Participate in webinars. Make copies of McREL handouts for staff. Discuss at grade-level team meetings. Staff have participated in webinars this year, on average 2 per month. BLT and Team Leader meetings have discussed ways to infuse additional discussions surrounding these webinars, as they relate to our SIOP initiatives as well as our MAP data usage initiative.	Lee Gaiser	09/05/2012
4	SIOP overview and refresher training provided for staff to: - Review Content and Language Objectives -Pairing (Context) strategies -Teaching strategies for ELL students This task was created to address our ELL subgroup as well as promote research-based instructional strategies.	Set date with Pearson. SIOP materials for staff not yet trained. 10/02/12: SIOP refresher held for entire staff. Resource, 99 Ideas and Activities for Teaching English Learners with the SIOP Model given to all. Additionally, this will become an agenda item (use of SIOP in the classroom) for upcoming SIP as well as grade-level team meetings.	Lee Gaiser	10/02/2012