

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CI17	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	Brian Carr	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
CL17	Professional development for teachers will be determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (2339)	SD	Brian Carr	08/20/2014	8	75%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Teachers will attend CCSS trainings through the Regional Office of Education.		Brian Carr				
2	Lesson Plans will be checked on a weekly basis to ensure that teachers are incorporating the new CCSS into their daily lessons.		Stephanie Jensen				
3	Develop a rubric/checklist to monitor lesson plan completion with the use of CCSS.	Hyde Park administration developed a checklist and teacher feedback system for monitoring implementation of CCSS in lesson	BLT	09/02/2013			

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		plans.		
4	Grade levels determine what instructional strategy on the McRel walk-through tool they would like to increase in their classrooms.	Grade levels met to discuss walk-through data and determine what area they wanted to increase by 5%.	Kari Knight	11/15/2012
5	Hold goal setting meetings with individual teachers to go over benchmark data and McRel walk-through data.	Mr. Carr and Mrs. Jensen met with teachers individually to discuss the classroom benchmark data and McRel walk-through goals.	Brian Carr	01/29/2013
6	Schedule and plan for teachers and support staff to attend the Winter Math CCSS training at CLC with Jennie Winters.	Teachers and support staff attended the trainings at CLC.	Brian Carr	02/13/2013
7	Schedule and plan for teachers to attend the Spring Math CCSS trainings with Jennie Winters at CLC.	Teachers have registered for the Math CCSS Spring workshops at CLC. K= 5/7/13 1= 4/23/13 2= 4/11/13 3= 5/3/13 4= 4/4/13 5= 4/19/13	Stephanie Jensen	03/20/2013
8	Schedule Shay McCorkle to come for a follow-up training on the new CCSS for ELA (Reading).	Shay has been scheduled and confirmed to come to Hyde Park on May 1st for another training on the ELA CCSS.	Brian Carr	03/18/2013

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL2	School Leadership will identify and allocate/reallocate resources needed for Learning Supports' implementation. (2344) Title I Expectations: The school coordinates and integrates Federal, State and local services and programs as much as possible to ensure the schoolwide programming needs are met.	SW	Brian Carr	06/30/2014	5	60%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Identify students for Summer Enrichment Program.	Students were identified and prioritized for summer enrichment based on growth and proficiency data and teacher recommendations.	Stephanie Jensen	06/07/2013
2	Secure transportation for the Extended Day Kindergarten Program.	Mr. Carr collaborated with the Director of Transportation, Walt Doughty to coordinate transportation for the extended day program.	Brian Carr	08/01/2013
3	Analyze data to identify bilingual students in need of Early Intervention.	Aimsweb, MAP, and CPAA data were analyzed to determine students who would receive interventions in bilingual grades 1 and 2 to be	Karen Donovan	09/27/2013

		serviced by our Superintendent Support Teacher.		
4	Create a schedule for Superintendent Support Staff to work with Extended Day Kindergartners as well as Tier II and III bilingual students.		Brian Carr	
5	Administer CPAA, MAP, and AIMS Web Benchmarks 3 times a year to all K-2 students.		Stephanie Jensen	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID02	All teams will have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.	SW	Brian Carr	06/01/2014	3	100%	Objective Met - 09/06/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The mission and vision will be included in the staff and parent handbooks.	Parents and staff have received the handbooks and the Mission / Vision is included in both. The Mission / Vision will also be published in weekly newsletters and monthly calendars.	Stephanie Jensen	09/06/2013
2	Develop ideas and take input on the new mission and vision at Wednesday morning SIP meetings.	-Staff brainstormed and looked at sample of mission and vision statements at a SIP Meeting. (October 10 and 24, 2012) -On Wednesday, November 14, 2013, staff completed a cloze activity to develop the mission and vision.	BLT	01/30/2013
3	As a staff, create a new mission statement using the input given at the SIP Wednesday meetings.	-Staff worked together to create a new mission for Hyde Park. -The mission was typed and presented to staff for input in order to finalize the new mission.	Brian Carr	05/08/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	09/06/2013 The development of the Mission / Vision was an ongoing task during our 2012-13 professional development sessions. All staff were included in the development and families were surveyed to determine priorities for the Mission / Vision.
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2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	09/06/2013 We will continue to include the mission / vision in all school publications and will display the Mission / vision prominently in the school.
3.	Evidence that this Objective has been fully and effectively implemented	All stakeholders will be aware of the mission and vision. Decisions will be made and based on whether or not they fit with the school's mission and vision. The new mission and vision will be visible and referred to throughout daily conversations among the school community. 09/06/2013 All stakeholders will be aware of the mission and vision. Decisions will be made and based on whether or not they fit with the school's mission and vision. The new mission and vision will be visible and referred to throughout daily conversations among the school community.

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	Brian Carr	06/08/2011	5	100%	Objective Met - 08/08/2011

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Minutes will be kept on a rotational basis. The BLT member keeping the minutes will e-mail them to Mayra Soto and she will distribute them to the staff via e-mail.	This is a continuing process and is completed after each meeting. 3/14/11- Mayra emailed the minutes of the BLT members.	Mayra Soto	03/21/2011
2	Create a suggestion/concern box for staff to enter thoughts into that will be discussed at BLT meetings.	Suggestion box was introduced to staff at staff meeting on Wednesday, January 5. Online Suggestion box link was emailed to Staff. - February 2011 No responses have been given as of today. 3/21/11	Jodi Zaban	01/05/2011
3	Annual survey will be developed to get feedback from our staff regarding how BLT can improve our school and support the needs of our students and staff in the areas of Reading and Mathematics.	Use Survey Monkey Allow time for staff to complete survey at next staff meeting. 15 minutes Annual survey will include feedback from current school year and also suggestions for next year.	Rebecca Riddle	03/23/2011
4	Results of Annual Survey will be communicated to staff at SIP meeting after BLT has reviewed the results.		Stephanie Jensen	05/13/2011
5	A representative from the BLT will report at SIP meetings the	Brian Carr will provide time for the BLT at the SIP meetings to report	Brian Carr	03/21/2011

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	minutes from BLT and field questions from staff members.	minutes and answer questions. 3/16/11- Mayra verbally reported BLT minutes to staff at SIP meeting.	
Status of Objective			
1.	Describe your Experience in pursuing this Objective	8/8/2011 Each member took minutes and the feedback from the staff was positive. The staff was aware of important information from the BLT. Staff didn't utilize the suggestion box placed in the lounge.	
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	8/8/2011 A team member will continue to e-mail minutes to staff. BLT will verbally update staff once a month during a staff meeting. BLT will continue to survey staff as needed.	
3.	Evidence that this Objective has been fully and effectively implemented	-After each BLT meeting, minutes will be communicated to the staff as a whole. -Staff will provide suggestions/concerns to the BLT team to be discussed at their bi-monthly meetings.	

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	Karen Donovan	05/31/2012	4	100%	Objective Met - 10/12/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Give survey to staff at SIP meeting to determine needs for school improvement next year.	Survey will be online and through Survey Monkey. Research best practices for writing surveys by looking at several internet sources.	Rebecca Riddle	03/23/2011
2	Report data results quarterly at BLT meetings on benchmark data and McRel Power Walk-Through data.	Ongoing and continuous. Walk-throughs: administrative Benchmark Testing done for Fall 2011 Benchmark Testing done for Winter 2011 Benchmark Testing done for Spring 2012	Brian Carr	10/12/2012
3	At each benchmark, teachers at grade level meetings analyze data to determine student placement for academic and behavioral interventions.	-This is to be completed three times a year (Fall, Winter, Spring) during Grade Level Meetings. -Teachers have been completing Grade Level Request for Assistance forms to the CORE team. -Students	Brian Carr	05/19/2011

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		have been placed in proper interventions for the 2011-2012 school year using behavioral and academic data.		
4	Communicate with Clark on their RIT Band grouping implementation initiative.	Stephanie has a meeting on 3/24/11 where she will discuss with Andy Carlson what the schedule looks like and how we can successfully use flex grouping.	Stephanie Jensen	05/17/2011
Status of Objective				
1.	Describe your Experience in pursuing this Objective	10/12/2012 The BLT has regularly reviewed benchmark, district and state school performance data, and classroom observation data to guide our instructional practices and professional development. Data review and discussion has become part of regular routine during BLT meetings.		
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	10/12/2012 We will continue to collect and review data on a quarterly basis, as a leadership team. We will continue to base professional development and instructional practices on the results of our data.		
3.	Evidence that this Objective has been fully and effectively implemented	-After each benchmark and informal observations, BLT will have time set aside to discuss school data, classroom data, and/or student level data to determine school improvement goals for Reading and Mathematics. -Using data to determine allocation of resources (personnel and materials) to increase student and staff growth. -Data is used to determine what types of professional development is necessary for school improvement. -Parent(s) will give input and attend meetings regularly as a member of the BLT.		

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	Brian Carr	05/30/2014	6	83.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	-SIOP representative from Pearson will provide training to all staff on the implementation of the SIOP program and its strategies.	-Staff have been trained in SIOP strategies on three separate dates (September, December, February). -Staff have met with the	SIOP Rep	05/11/2012

		SIOp rep. individually, as well as been observed in the classroom by the rep. -Data and feedback have been provided to the Hyde Park staff as well as the individual teachers on the implementation of SIOp at Hyde Park. (April 2012)		
2	Data will be compiled and shared out to the BLT quarterly on benchmarking, behaviors, and state testing to determine what professional development is most needed for staff.	-District benchmark assessments (MAP and AIMSWEB) have been reviewed and analyzed quarterly and ongoing by BLT. -State assessments (ISAT, ACCESS) are reviewed by the BLT yearly and as soon as they become available. -Analysis from these data are reviewed to determine appropriate and needed professional development and instructional modifications.	Karen Donovan	10/01/2012
3	Data will be provided and discussed with the BLT after each benchmark assessment (AIMs & MAP). The assessments are held three times a year. The data will be used to track the achievement of second language learners.		Karen Donovan	09/20/2011
4	Administration will complete weekly walk-throughs and compile classroom observation data on the use of SIOp strategies. Data will be compiled and shared out to the BLT.	1. Informal walk-throughs were conducted by administration throughout the fourth quarter of the 2010-2011 school year. 2. SIOp was introduced to the staff on October 15, 2010. 3. The SIOp instructor from Pearson conducted observations of teachers using SIOp strategies on 11/30/11 and 12/1/11. 4. Data was compiled and sent to the school administrators to review and share with the staff. 5. Pearson will be conducting a second set of observations on 2/22/12 and 2/23/12.	Stephanie Jensen	01/10/2012
5	Plan a training for a review of SIOp strategies that will be presented by a SIOp trainer. (Potentially Sharon Giles, WCUSD ELL Director.)	Ms. Gilles - Aguina presented a SIOp model lesson to the entire Hyde Park staff during a Wednesday morning professional development session.	Brian Carr	09/18/2013
6	The BLT will attend trainings on the implementation of data teams from the Leadership and Learning Center.		Brian Carr	

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	Stephanie Jensen	09/30/2013	4	100%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	-Group students for interventions and workshop based on their most current benchmark data. (MAP & AIMS Web) (Interventions: Lexia, Compass, Voyager, Reading Mastery, Guided Reading, RAZ-Kids for K-3)	-On-going process. -Flexible grouping -Teachers are also working with IEP student in their classrooms and differentiating lessons according to their goals. - Mrs. Donovan benchmarked students using Reading A-Z to find their starting levels. (8/2012) -We will benchmark students again during the winter window using Reading A-Z.	Stephanie Jensen	04/30/2013			
2	Students and teachers will begin working in flexible workshop groups based on Spring 2011 MAP scores.	BLT worked on grouping students on July 19, 2011 for the beginning of the 2011-2012 school year. S.Jensen provided a class list for workshop for each teacher. 8/24/2011	BLT	08/29/2011			
3	MAP proctors will ensure that all students have been tested at each benchmark test.	All students in grade 2-5 in a PT or monolingual classroom completed the Fall 2011 MAP testing. The schedule is set for the Winter MAP testing and will begin on 12/12/11. Testing has been completed for all 1-5 grade monolingual students for the Spring MAP 2012.	Gail Rivera and Debbie Lessenberry	05/12/2012			
4	Based on the data from the 11-12 school year and there not being much proof that Flex grouping worked for our students, students will be grouped within their own classrooms for the 12-13 school year. The data that will be used to group students in their own classrooms will be AIMS Web, MAP, and classroom assessment data.	-Teachers preferred keeping their own students for the workshop block and felt that this was more effective than the Flex grouping that had been done in the past.	Classroom Teachers	05/30/2013			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Stephanie Jensen	02/02/2011	3	100%	Objective Met - 10/07/2011

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	-Behavioral data will be printed monthly and given to the BLT.		Eitan Gordon	09/01/2011
2	Make sure all incoming students are in the benchmarking systems (Ex.) AIMS web, MAP, etc.	This task is ongoing and is completed when applicable.	Rebecca Riddle	03/07/2011
3	BLT will discuss data after each benchmark period (AIMS & MAP) to determine how to group students to individualize instruction.	-BLT analyzed Fall MAP data and regrouped students for workshop using the Vocabulary RIT scores. (October 2011) -BLT analyzed Winter MAP data and regrouped students for workshop using the Comprehension RIT scores. (January 2012)	Stephanie Jensen	02/01/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	10/7/2011 This task was very informative and relatively easy to accomplish. We are now using our school-wide and student performance data to drive instruction in reading. 5/11/2012 This task was done easily and it was easily accomplished. Scores were used from each benchmark period to regroup students for workshop groups in order to help differentiate instruction.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	10/7/2011 Keep the data binder accurate with the information from the most recent benchmarks. Continue to use flexible grouping to instruct students at their instructional level based on their current RIT band for MAP. 5/11/2012 In order to ensure that each student was placed correctly in groups for workshop, it was imperative to have every student take the benchmark test in the window given. We will continually monitor all students and incoming new students to make sure that they have a score in the system for AIMS web and MAP. Teacher input was also used to help group students properly. The BLT will continually seek input from staff on the students that they work with because they know their students best.
		-BLT will evaluate all student data after each benchmark assessment. -Data will be monitored to make sure that all

3.	Evidence that this Objective has been fully and effectively implemented	students are in each system and that absent students take make-up exams. -BLT will use the academic data to help teachers group students and work with the tiered Rtl model to flexibly group students. -Behavioral data will be discussed for students in need.
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA09	All teachers will clearly state the lesson's topic, theme, and objectives. (1071)		Brian Carr	05/25/2013	2	100%	Objective Met - 12/02/2011

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Lesson plans will be checked weekly to determine if objectives are being written to match activities/strategies in the daily lessons.	-Lesson plans have been checked on Monday of each week and will continue to be checked weekly each year. -Comments will be sent to teachers that are not completing lesson plans or that have not included proper objectives in their plans.	Stephanie Jensen	11/01/2011
2	B. Carr and S. Jensen will conduct weekly walk-throughs in each classroom to monitor that lesson objectives are clearly stated.	Regular walk-throughs are being conducted by administration to check for meaningful , student-friendly posted objectives. Individual feedback will be provided to teachers after walk-throughs	Brian Carr	12/20/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	12/2/2011 The objective has been fairly easy to implement. Time has been set aside each week by administration to conduct at least 10 walk-throughs per week. The walk-through is then emailed to the staff member.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	12/2/2011 Administration will need to continue to do weekly walk-throughs and share the data with staff members. The data should then be used to improve student instruction.
3.	Evidence that this Objective has been fully and effectively implemented	-All teachers will have an understanding of communicating student -friendly objectives. Objectives will be verbally and visually clearly stated for all students. -Teachers will include objectives in their weekly lesson plans for all subjects. -Administration will conduct weekly power walk-throughs to collect data and ensure that objectives are being utilized properly. -Walk-through data will be shared with the BLT to determine areas of strengths and weaknesses.

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	Karen Donovan	04/06/2011	5	100%	Objective Met - 12/02/2011

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Explain purpose for Compact to the staff and hold discussion on what they would like to see it look like in the future.		Karen Donovan	04/20/2011
2	Rewrite/ edit the Compact using staff suggestions around the vision of the school.		Karen Donovan	08/31/2011
3	Work with Parent Involvement Team on how to hold parents accountable for the implementation of the Compact.		Parent Team	10/19/2011
4	Classroom teachers read and explain the Compact to their students and has them sign the student section of the Compact.		Stephanie Jensen	10/26/2011
5	Pass out the Compact to all staff and families.		Karen Donovan	12/17/2010

Status of Objective

1.	Describe your Experience in pursuing this Objective	12/2/2011 The compact was created by the Title 1 teacher and reviewed by the BLT. Teachers then went over the compact with their students and they signed them at that time. The compact was then sent home to be reviewed and signed by the parents. The overall experience was positive as we got many signed compacts back from parents.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	12/2/2011 Continue to review the compact periodically with students in class and remind parents of the compact through the weekly school newsletter.
3.	Evidence that this Objective has been fully and effectively implemented	-Parents, students, and school personnel have an understanding of the Compact. -The building community is using the Compact to guide instruction and meet goals. -The Compact is developed around the current vision of the school community.

