

Action Plan - Monitoring Process

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	Carolyn Zeffery	05/30/2014	3	100%	Need to add task
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Create a calendar with dates for Parent University for the school year	Calendar has been created for Parent Universities. Data nights: 10/8/13, 1/28/14 & 5/20/14 Reading Nights: 9/24/13 and 11/12/14 Math Nights: 2/18/14 and 4/22/14		Alba Avellino	09/02/2013		
2	Parent University Math #1-team planning (Number sense) during SIP Wednesday 9/25/13 & 10/2/13 (if necessary) Create Agenda/Create Budget/Create activity(ies).	Our focus for this PU was number sense. Our data showed our students were low in this area and we wanted to give parents tools to use at home to help improve in this area.		GLT leaders	10/08/2013		
3	Parent University-Data Night #1 Reading Fluency. Parents will participate in a hands on workshop presented by grade level teams. In this workshop two staff members from each grade level team (mono/bil) will demonstrate how to help students improve reading fluency. Parents will be given materials and create an activity(ies) to be used at home with their student(s).	Our goal was to inform parents and give them a hands on workshop on Reading Fluency. Parents gave us feed back via an exit slip for future improvements. Parents walked away with an understanding of why reading fluency is assessed and the importance of daily practice at home with a parent.		Sarah Bankhead	11/12/2013		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)	SS	Alba Avellino	01/21/2011	1	100%	Objective Met - 12/13/2011

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Set up a system for note-taking, collection and maintaining records of all staff committees and teams.	Principal has provided an action plan form where all committees and teams take attendance and notes. Also, each team has a folder for collecting and maintaining records of meetings. Currently have the following teams/committees: PBIS Universal, PBIS Targeted, Crisis/Safety, Parent Involvement, Special Events, Special Services, Educational Field Trips, Grade level teams, CORE, and BLT.	Alba Avellino	01/21/2011

Status of Objective		
1.	Describe your Experience in pursuing this Objective	12/13/2011 The principal created binders for each building team where notes and minutes are kept. Principal attended grade level team meetings on a weekly basis and checked the grade level team binder. The principal also provided a binder where notes/minutes were kept for other teams such as PBIS Universal, PBIS Targeted, CORE/IPS, etc. Consistency was the key. Also, binders needed to be checked weekly and comments made by the principal.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	12/13/2011 Attendance at grade level team meetings by administrators and or coaches. Weekly checks of the binder and the minutes/agendas. Follow-through is very important.
3.	Evidence that this Objective has been fully and effectively implemented	The principal will have a file (can be electronically or a hard-copy) of the agendas, work products, and minutes of all teams.

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	Alba Avellino	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
IID11	Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (1062) <b>Title I Expectations:</b> Effective, timely additional assistance provided to students experiencing difficulty.	SW	Sarah Bankhead	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
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Sarah Bankhead	05/30/2013	6	100%	Objective Met - 06/19/2013
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	All teachers will use the pacing guide and maintain pace among grade levels. Teachers will fill out the Pacing Guide Log at their grade level team meetings and discuss how to maintain their pace.	Grade level teams were provided with the district's pacing guide for reading and math back in October and were required to fill out a pacing guide form during grade level team meeting on Tuesdays. Most grade levels are on pace with each other. We will continue to work with the teams to ensure district alignment at all grade levels.	Alba Avellino	03/21/2011			
2	Ongoing review of the MAP, DIBELS, ISAT, ACCESS, EARLY NUMERACY	Teachers are provided professional development during SIP meetings	Alba Avellino	03/21/2011			

1/9/2014 11:38:41 AM

	and informal assessments to drive instruction and form small-group instruction.	and given time to break down data and adjust groups as needed.		
3	Using district approved reading curriculum, grade level teams will develop a plan for each unit. This plan will be shared and utilized by all grade level team members who teach that subject.	The plan will include: creating a pre-test for unit, daily lesson outline, re-teaching material, workshop activities, unit assessment, vocabulary word lists, center materials, and homework/home connections. Units 1 and 2 to be completed by teams May 13, 2011.	Grade Level Team	06/04/2012
4	Grade level teams will choose quarterly reading and math Common Core State Standards to be taught across the grade level. Grade Level teams will dedicate 1-2 team meeting to discuss and decide on the reading and math CCSS. Grade level team leaders will report back to the BLT/SIP team monthly and update the team on their progress.	Grade level teams should dedicate 1-2 team meetings to discuss and decide on reading and math Common Core State Standards to teach. Grade level team leaders will report back to the BLT/SIP Team monthly and update the team on their progress. Grade level teams unpacked the Reading CCSS and prioritized them for the 1st and 2nd quarter. District provided a priority of CCSS standards that were used for the 3rd and 4th quarter.	Grade Level Team Leaders	05/31/2013
5	Survey to be created and to go out to classroom teachers on what kinds of assessments they are using within their classroom and for what purpose.	We want to know what everyone is using to base their guided reading groups on. We want to start conversations about teacher created common assessments. Survey data shows that although teachers create their own common assessments, they are not always shared as a grade level team. Goal for 13-14 is to focus on teacher created common assessments as a grade level, as well as, using pre/post tests (from the programs and teacher created) to help guide whole group instruction, flexible groups, and guided reading group instruction.	Robert Simpson	05/31/2013
6	All Open Court assessment results will be stored in a Grade Level Team Binder. Grade level teams will guide classroom instruction by analyzing assessment data during their weekly grade level team meetings and form flexible guided reading groups.	Flexible reading groups will be formed at the beginning of the school year by using Open Court Program assessment (pre-test results). As more data is gathered, groups will be flexed to match the needs of the students.	Grade Level Team	06/04/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	06/19/2013 It was difficult at times. With the changes to CCSS and the District's development of curriculum that aligns, as well as, current changes to the Reading program, it was difficult. However, now that the grade level teams have the district's unpacked CCSS as a guide it has become easier to navigate. The training provided by the district and within the building has also made it easier to understand CCSS expectations. We will continue to use this document to determine the CCSS that are a must for our students, especially in the grades of highest needs.
		06/19/2013 *We will need to continue to focus on CCSS to drive instruction and use the data to determine the areas of

2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	needs and problem solve around those. *We will focus on using/creating pre and post tests, as well as, teacher created common assessments to guide instruction, flexible grouping, and/or guided reading. *All classroom teachers MUST maintain a DATA NOTEBOOK for their class and be able to interpret their student's data. *All classroom teachers MUST identify their flexible groups and skills they will teach in their flexible/guided groups on a weekly basis and turn in a copy with their lesson plans for administration review. *Continue to have conferences with staff about their student growth and goals at least 1 time per quarter.
3.	Evidence that this Objective has been fully and effectively implemented	All teachers will use the district's pacing guide in reading and math as a guide to develop lesson plans, plan for instruction, and conducting formal assessments using the CORE Learning Standards. Teachers will also use MAP, DIBELS, ISAT, ACCESS, EARLY NUMERACY and informal assessments. 06/19/2013 *Teachers/teams have met and chosen the CCSS that will be taught for Reading and Math quarterly using the District's CCSS plan. *Principal has met with each staff member after each benchmark to review data, set goals for student growth. *Survey on assessments used created and given to staff. *Grade level teams used their Open Court assessments to guide reteaching and/or future skills to be taught.

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)		Robert Simpson	12/21/2013	6	83.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Once graphic organizers have been selected, Grade level teams will develop a monthly schedule indicating which graphic organizers will be used on a monthly basis.	Grade level teams have chosen their graphic organizers. Now each team will need to create a schedule on which graphic organizers will be taught/used each month. Teachers are not limited to only the selected graphic organizers, but students MUST know how to use the selected graphic organizers. Schedule will be created by August 15th, 2014.	Grade level teams	
2	Purchase daily objectives poster and determine where everyone will post it for consistency across the building.	All staff has received the daily objectives poster. All staff has received the McRel training on Setting Objectives, as well as, reviewed Chapter 1 during a School Improvement Meeting (10/10/12). Item included in the agenda. All staff has been	Alba Avellino	10/09/2012

1/9/2014 11:38:41 AM

		instructed on where the daily objectives poster needs to be posted. Principal and Assistant Principal look for it as they are doing daily walkthroughs and/or informal observations.		
3	Staff will post the learning objective for lesson on the objectives poster provided and will ensure that students know what the objective is. Principal and Assistant principal will look for the posted objective and ask students what the objective is as they conduct weekly walkthroughs using the McRel Power Walkthrough tool and/or informal observations.	Principal and Assistant Principal used the McRel Power Walkthrough tool to document that objective was posted in classrooms and ask students what the objective was during the weekly walkthroughs. For the 2012-13 school year 319 walkthroughs were conducted.	Sarah Bankhead/Abbey Avellino	05/31/2013
4	Professional development for staff on how to set objectives using Classroom Instruction That Works.	Staff has received training with a McRel representative (10/2/12) and a follow-up session with the principal and assistant principal on 10/2/12, as well as, a group session during our Wednesday's School Improvement Meeting (10/10/12) with the principal and the entire staff.	Abbey Avellino/Sarah Bankhead	10/10/2012
5	Create a survey to gather information to help determine how much time is spent on whole group instruction.	Survey was created and passed out to staff.	Robert Simpson	05/09/2012
6	Collect graphic organizers that teachers are using. Determine which graphic organizers, with staff's input, will be used at each grade level. Determine which graphic organizers are a MUST for all students. Determine which graphic organizers are advanced graphic organizers using Classroom Instruction That Works definition of advanced graphic organizers.	Grade level teams have met and chosen 10 graphic organizers that student's must know at that grade level. Any graphic organizer can be deemed an advanced graphic organizer if it is given to the students in advance.	Alba Avellino	04/30/2013

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Alba Avellino	05/30/2013	4	100%	Objective Met - 06/19/2013
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			

1	A survey will be created and given to the teachers to assess methods of engagement during whole group discussions.	Survey was created. Findings showed the following as strategies used to engage students. Activating prior knowledge with an engaging activity, sticks from a cup, handing-off, ask a friend, teachers aware of who are the students who are not participating and calling on them, early warning (ask the question and tell student you will come back to them), just to name a few.	Rafael Sanchez Villar	06/04/2012
2	Principal will continue to conduct 10 walkthroughs per week.	Principal and Assistant Principal conduct walkthroughs throughout the week. One of the areas of focus is how are students engaged and participating.	Alba Avellino	06/04/2012
3	BLT to create a check off list of the different ways teachers can engage students. Principal and Assistant Principal will use this check off list to indicate which methods are being used the most in the building as they conduct walk throughs using this tools.	Check off list created and will begin using in the Fall of 2013.	Abbey Avellino/Sarah Bankhead	05/31/2013
4	Principal and/or assistant principal (with the BLT's input) to select "master" teacher(s) to provide modeling (during school improvement Wednesdays) to all staff on how to engage students (ie., activating prior knowledge, introducing activities with emphasis on what students are learning (setting objectives), and how can students collaborate and help one another.	9/26/12-E. Holly presented a Reading Strategy Poster and staff had a chance to make their own. 10/3/12-J. Perlman OT/PT presentation on Teaching Kids how to form letters and what materials are available on the OT/PT kit. 10/10/12-M. Tone & C. Zeffery presentation on Websites for Teachers to use for reading strategies. 11/29/12-Teams Presented on Marzano's Chapter 1 & 2 (Jigsaw activity) 12/5/12-E. Holly & C. Zeffery presentation on CCSS Math. 2/6/13-Staff jigsawed article on Asking Questions to activate prior knowledge and how to ask questions at four different levels. 2/27/13-Grade level teams read article Classroom word walls and came up with ideas on how to engage students and make word walls interactive. 3/20/13-Grade level teams worked together to come up with 10 graphic organizers per grade level that are a must.	BLT TEAM	05/31/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	06/19/2013 A survey was created by one of the staff members using staff input. There is creative ways to engage students. The most common ones we found were: Thumbs up, Thumbs down, popsicle sticks with students names on it, calling on students whose hands were raised, and shoulder buddy sharing. The McRel Walkthrough tool and training were a productive tool to gather data on the strategies that are being used. 319 walkthroughs were conducted this year in our building. As Walkthroughs and informal observations were conducted, Master teachers were selected to provide training and hands on workshops to staff during the SIP Wednesday meetings.
----	---	--

1/9/2014 11:38:41 AM

2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	06/19/2013 *Walkthroughs and informals must continue to be conducted on a weekly basis with feedback to staff and a written reflection from staff concluded with a sit down conversation with staff member and administration. *Check off list to be used during walkthrough and informals during the 13-14 to ensure that a variety of methods are being used to engage students in the learning process. *Continue to use "Master" staff members during Wednesday SIP meetings and allow for more time for staff to collaborate with each other.
3.	Evidence that this Objective has been fully and effectively implemented	All students will be engaged in all classrooms through a variety of methods for classroom participation such as drawing sticks with names, providing wait time, providing peer group discussions, assigning roles with small peer groups. Data from surveys and walkthroughs will be used to help determine areas of strength and weaknesses. Staff will be provided with opportunity to share best practices. 06/19/2013 *Walkthrough data is evidence of the strategies observed. *Survey was provided to staff. *Check off list created. *Principal/Assistant Principal conducted 319 walkthroughs during the 2012-13 school year.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Shirley Snyder	01/15/2013	5	100%	Objective Met - 03/19/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Reviewing the feedback and making changes to the compact as necessary and send final compact home for parent and student signatures.	2011-2012 Compact was given to staff and parents to make necessary changes. Feedback from staff and parents was received. As the compact was going out for review, team members noticed changes that needed to be made to comply with the new teacher contract. Changes were made to the compacts and sent home on 1/15/13 for parents, staff, and student's signatures. We are currently in the process of collecting the signed compacts for the 2012-13 school year.	Sarah Bankhead	01/25/2013
2	Presented to the parents at a parent meeting.	Compact was included with fall and winter "Coffee with the Principal" meetings.	Shirley Snyder	11/27/2012



3	Collect and file compacts into binders and keep in the main office.	Continuous effort is made to collect all compacts. For Y13, an incentive was offered for the classroom that has the most compacts in to receive an ice cream party. Collected compacts are turned in and filed in a binder alphabetically by teacher. Binder is kept in the office.	Sarah Bankhead	01/25/2013
4	Staff was given the draft for review or additions/changes.	Beginning in September, the compact was review by several members of the BLT team to discover changes that would be necessary to comply with the changes in the teacher contract. These changes were brought before the BLT team and the process for revision began as last years compacts were distrubuted to staff and families for review and feedback.	Shirley Snyder	09/28/2012
5	Send draft home for review and input from parents and students.	2011-2012 compact was send home labeld as "draft" for review from parents and students.	Shirley Snyder	10/17/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	4/24/2012 Many of the parents agreed with what was written and do not see the need for their input. PTO assisted in adding discussions at their meetings to increase the input. Goal for Y13 to push to have "new" compact ready for Parent-Teacher Conferences in early November. Y13 Most of the partners agreed with the draft copy of the compact. However, changes needed to be made to comply with new teacher contract which delayed final distribution.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	4/24/2012 The compact process needs to be done each fall to have the current compact reflect the needs and responsibilities of the students, parents, and teachers. Work for Y12 began in September and 80% of the compacts were collected after multiple attempts to secure signatures. All compacts were sent home. Y13 As an added incentive this year, the principal added an ice cream party to the classroom that has the most compacts back by the end of 30 days.
3.	Evidence that this Objective has been fully and effectively implemented	It is a shared partnership between the teachers, parents, and students towards academic excellence for all. Parents, students, and staff will all have input in the creation of the school compact. When fully implemented we will see a collaborative effort between the parents and the staff in student academic achievement. Students will be prepared for school and ready to learn. Students and parents will have an open line of communication. Y13 The same open lines of communication were done to promote the student compact.

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	Alba Avellino	11/27/2012	1	100%	Objective Met - 03/13/2013
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Y11 compact will be printed as a "draft" copy and distributed to students, parents, and teachers. Appropriate comments that enhance academic learning will be included after discussion between the different parties involved.	Y13 - the same procedure was used to update the 2012-2013 school year compact. Changes were necessary to comply with the new teacher contract.		Alba Avellino	01/15/2013		
Status of Objective							
1.	Describe your Experience in pursuing this Objective	4/24/2012 Information was gathered from the students, parents, and teachers. Recommendations were added with consideration of advancing the students in academics in a responsible manner. 1/25/13 With mixed feedback as to how many minutes the students should be doing math tables and reading every day, it was decided to increase math to 20					
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	4/24/2012 The compact process needs to be repeated each fall to be reflective of the current needs of the students, parents, and teachers. Y13 Changes to the compact needed to be done based on the new teacher compact. Many of the participants from all sides didn't notice the change but the BLT did. It took additional time to write up the correct wording and translation.					
3.	Evidence that this Objective has been fully and effectively implemented	Previous school year's compact will be given to parents, staff, and students for review. A date will be set for a parent meeting. Y13 This year, the PTA is inactive. Coffee with the Principal was added to have topical discussions between the school and home communities.					