

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		05/31/2013	5	80%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Keep staff information updated on the school website. Add staff emails under the staff link on the school website.		Ashley Costello	09/27/2012
2	Grade-level brochures will be given to parents with their child's report card.	Send home brochures in report card envelopes for the students whose parents did not attend conferences.	Laurie Winner	11/08/2012
3	Grade-level Brochures address Common Core Standards by quarters.	This is a working document to be revised as needed.	Katie Bickham	11/07/2012
4	Grade levels will contribute a quarterly classroom/grade-level update. These will be posted by the webmaster.	Due Dates: January 15th March 15th May 15th	Ashley Costello	
5	Grade-level teams will submit dates of parent meetings to the webmaster and the principal. The schedules will be posted on the school website. Sign-in sheets will be submitted.	We currently have sign-in sheets from parent meetings. During the next school year we plan to post the dates on the school calendar and post the calendar on the webpage.	Jessica Holzman	06/03/2013

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	SW	Marcelina Rubrica	12/06/2013	6	66.67%	

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all children to meet the State's proficient and advanced levels of student academic achievement.

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	SIOP facilitator will schedule times to co-teach and model lessons. Schedule will be developed with the BLT members.	Susan Feldman has been communicating with the SIOP presenter to identify a "coach" for SIOP. Once the "coach" is identified, a schedule will be created. The schedule is set. Christine from SIOP will be here May 1st and 2nd and 8th and 9th to model, observe and provide feedback.	Susan Feldman	04/19/2012
2	Add walk-through whole-school data to Data Dashboard monthly.	Unable to print data from IPAD. We are problem-solving. We figured out how to do this.	Linda Meczyk	03/01/2012
3	Create a school-wide survey to identify potential resources for school events, like Career Day.	A school-wide note went home to gather information and to survey the community on signing up for Career Day on May 31st.	Safety/Community Involvement Study Group	04/04/2012
4	BLT members will begin informally observing each other in their classrooms using walk-through tool.	Postponed until Spring.	Lynn Kretlow	05/17/2012
5	Contact the ELL Coordinator to discuss our SIOP needs.		Ashley Manchester	
6	On April 23rd SIOP team leaders will lead a discussion about the needs of the LEP students at their grade level. Team leaders will be responsible for turning in team planning sheets as evidence. The most recent NWEA Map data should be used to lead discussion.		Katie Bickham	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIA02	Units of instruction will include standards-based objectives and criteria for mastery. (1046)		Katie Bickham	05/27/2013	6	33.33%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	All teachers will write common core based objectives on whiteboards for all math and ELA lessons.	All teachers are using I CAN statements based on the Common Core Standards and aligned to each grade level. Objectives are displayed	Lynn Kretlow	09/10/2012

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		on classroom television screens throughout the day.		
2	Teachers guide students through discussions to help process daily objectives before each lesson. Students work in pairs or small groups to develop an understanding of the daily objective, including rewriting the objective in their own words.	Teachers are individualizing their use of objectives based on student needs. Students work in pairs and small groups to develop an understanding of lesson objectives. Teachers focus on specific vocabulary within each objective. Moving forward, teachers will continue addressing objectives prior to, throughout, and at the conclusion of each lesson.	Ashley Costello	03/06/2013
3	Team members will use formative and summative assessments aligned to common core standards to guide instruction. Teachers introduce rubrics at the beginning of the year and will integrate the use of rubrics in their everyday teaching practices as a means of assessing students. Students will begin to use rubrics to assess themselves.		Susan Feldman	
4	Each teacher will be given common core writing rubrics specific to their grade level.		Ashley Manchester	
5	Each teacher will designate a folder to serve as the students writing folder.		Ashley Manchester	
6	Grade level teams will discuss the writing of their students each quarter using the rubrics and their students writing folders.		Ashley Manchester	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB01	Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (1048)	SC	Katie Bickham	12/15/2012	6	100%	Objective Met - 04/08/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Develop school-wide overarching theme using common core standards. The mini-unit will be bullying in May.	1.We will work together in grade levels to create a mini unit on bullying that will coordinate with the other grade levels in the school-	Beth Wax	05/16/2012

		wide theme. We will develop activities and assessments. 2. We had a parent meeting on bullying. 3. Students participated in an anti-bullying poster contest. The winning posters were made into banners and will be hung downtown. 4. There are bullying tips on the PA announcements. 5. Students are active in an anti-bullying campaign on the playground. 6. There are awards for Peace Makers of the Week that were voted on by students. 7. The above activities included writing pieces.		
2	Third, fourth, and fifth grade will administer the Rally as a post test to measure student growth on the specified skills.	Rally Post tests are completed. It was suggested that we do the Rally pretest earlier next year to have more time to prepare for ISAT. We would like to take the Rally pretests by the end of November. We are going to take the Rally post tests by the end of January.	Jennifer Goldmann	02/21/2012
3	Third, fourth, and fifth grade will administer and score the Rally test.		Katie Bickham	12/15/2012
4	Grade-level teams will analyze the Rally and MAP test results and prioritize the needs to be submitted to the reading study group.	Grade-level teams will look for trends during their grade-level team meeting on January 10th.	Ellen Gordon	01/11/2012
5	A template will be created for the grade-level teams to use to disaggregate the data.		Linda Meczyk	01/10/2012
6	The reading study group will prioritize the reading comprehension strategies based on MAP and Rally test results.	At the grade The grade level teams will look at the data at their meetings on January 10th and on January 11th the 4th and 5th grade data will be discussed.	Jennifer Goldmann	01/10/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	04/08/2013 We developed and implemented a school-wide unit on bullying. We integrated the common core writing standards and language arts speaking standards. We used this unit as baseline for our future unit writing using common core standards. Surveys were used as a pre and post assessment. Pre and post tests were also used to identify skills in need of development prior to state test. Students were flexibly grouped based on the results of the pre assessment as well as the NWEA MAP data.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	04/08/2013 We will continue to use our formative data to drive instruction. Teachers did administer common assessments based on common core standards at each grade level. We will continue this practice to drive instruction and evaluate program needs as we move forward.
		Fourth and fifth grade level teams will be focusing on reading comprehension and will design units of instruction based on the Common Core Standards. We will bridge the Illinois Standards to the Common Core Standards to assess our current level of implementation. We will begin by using guiding questions for each unit. From there we will develop

3.	Evidence that this Objective has been fully and effectively implemented	activities and assessments to evaluate and enhance student learning. Criteria for mastery will be communicated through rubrics using NWEA DesCartes as one resource, as well as Bloom's Taxonomy. The skill deficits identified through the pre-test (Rally) will be a determining factor in providing focused instruction for all students, but in particular for students in the Hispanic and LEP subgroups. We should see significant growth in the areas of reading and math (10% or safe harbor) for all of our subgroups. 04/08/2013 Fourth and fifth grade level teams will be focusing on reading comprehension and will design units of instruction based on the Common Core Standards. We will bridge the Illinois Standards to the Common Core Standards to assess our current level of implementation. We will begin by using guiding questions for each unit. From there we will develop activities and assessments to evaluate and enhance student learning. Criteria for mastery will be communicated through rubrics using NWEA DesCartes as one resource, as well as Bloom's Taxonomy. The skill deficits identified through the pre-test (Rally) will be a determining factor in providing focused instruction for all students, but in particular for students in the Hispanic and LEP subgroups. We should see significant growth in the areas of reading and math (10% or safe harbor) for all of our subgroups.
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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	Ashley Manchester	02/21/2013	5	100%	Objective Met - 04/08/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Use Rally post-test and spring MAP data to plan instruction for RIT Band reading groups.	Grade level teams will work at their weekly grade level meetings to identify and plan specific reading comprehension strategies. This will be done before the April 20th half day so that teachers can use that time to assemble center activities.	Katie Bickham	12/22/2012
2	Based on NWEA MAP scores and CBMs, provide enrichment lessons to students currently performing at grade level. These students will be progress monitored every two weeks.	Based on the Fall NWEA MAP and CBMs, each grade level created enrichment groups in reading and math. Each grade level has at least one teacher that implements enrichment strategies to help students currently making benchmark to continue making growth. These students are progress monitored in reading every other week to monitor growth. Students just completed winter testing and groups	Marcelina Rubrica	12/03/2012

		will be changed as needed.		
3	Teachers will work together to create and organize strategic lessons based on data and center activities aligned to areas of need.	Teachers create grade-level appropriate centers using resources such as the Florida Center for Reading Research resource binder, SIOP strategies/lessons, and teacher-created activities. During grade level meetings teachers can plan center activities for RIT band strands. Grade levels purchased Evan-Moor Corporation file folder center activity books.	Linda Meczyk	05/29/2012
4	At each grade level, teachers will give a Common Core assessment as a formative assessment.	All grade levels administered the assessments one test in the morning and one test in the afternoon. Students were not given a time limit because this test will serve as a baseline as we continue our work with CCSS.	Ashley Manchester	01/25/2013
5	Teachers will analyze the results of the formative assessment using a grade level grid. This will help teachers determine which common core standards students have mastered.	Grade levels came together to determine how many students mastered each standard assessed. Using this data, grade level teams discussed the next steps as well as plans for ISAT test preparation.		02/06/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	12/10/2012 Flexible grouping in math and reading have been implemented since 2009-2010 school year. Each year it has gotten easier to analyze data to create groups. As we are transitioning to Common Core State Standards the design of the RIT Band math groups has changed to accommodate each grade's needs. Teachers are using the Common Core Hands On Standards manipulative kits provided by the district for math centers. 04/08/2013 12/10/2012 Flexible grouping in math and reading have been implemented since 2009-2010 school year. Each year it has gotten easier to analyze data to create groups. As we are transitioning to Common Core State Standards the design of the RIT Band math groups has changed to accommodate each grade's needs. Teachers are using the Common Core Hands On Standards manipulative kits provided by the district for math centers.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	12/10/2012 The Rally pre and post-test was used last year to create groups. However, the transition from ISAT to the PARCC assessment requires an updated pre and post-test. We will continue to research sample tests that mirrors the new PARCC assessment. Data is continuously analyzed to create flexible groups. 04/08/2013 12/10/2012 The Rally pre and post-test was used last year to create groups. However, the transition from ISAT to the PARCC assessment requires an updated pre and post-test. We will continue to research sample tests that mirrors the new PARCC assessment. Data is continuously analyzed to create flexible groups.
		Teachers will continue to implement flexible grouping based on the math NWEA MAP test. There is a skill strand focus that changes every two weeks. A similar process will be in place for reading groups. Teachers will use data from NWEA MAP, CBMs, and Rally pre-test to form groups, design lessons, and assign centers based on student need. Teachers will

3.	Evidence that this Objective has been fully and effectively implemented	be fully implementing the SIOP model during reading lessons. 04/08/2013 Teachers will continue to implement flexible grouping based on the math NWEA MAP test. There is a skill strand focus that changes every two weeks. A similar process will be in place for reading groups. Teachers will use data from NWEA MAP, CBMs, and Rally pre-test to form groups, design lessons, and assign centers based on student need. Teachers will be fully implementing the SIOP model during reading lessons.
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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	Jennifer Goldmann	05/31/2014	7	42.86%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Teachers will maintain a binder of all Common Core materials. The principal will provide each grade level a binder with resources to aid in the transition from Illinois State Standards to the Common Core Standards.		Lori Fox	10/31/2012
2	Print "I can" statements for each grade level.		Beth Wax	10/02/2012
3	Curriculum writers will act as liaisons between the school and the district to keep all teachers informed of the progress being made.		Ellen Gordon	
4	Create the visual for vertical articulation on the gym wall.		Lynn Kretlow	10/24/2012
5	Monthly, grade-level and fine arts teams will post the most frequently addressed CCSS and share an effective strategy that exemplifies the standard. This visual allows for school-wide vertical articulation. This information is displayed in the gym/lunchroom and is visible to students, parents, and staff.			
6	During our last Wednesday curriculum meeting we will reflect upon the work completed this year and discuss changes for next year.		Ashley Manchester	
7	On May 21st the staff will meet in articulation teams throughout the day. (K-1, 1-2, 2-3, 3-4, 4-5) Our final Wednesday curriculum meeting will provide each grade an opportunity to reflect.		Jennifer Goldmann	

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	Ashley Manchester	04/24/2013	4	25%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	All grade levels will create time lines for instruction based on Common Core standards.	All grade levels, including fine arts specialists, created math and reading timelines for instruction aligned to common core standards. Each team met with the principal to discuss their timelines. All teams shared timelines during monthly staff meeting. Teams will continue to share progress monthly.	Lori Fox	10/03/2012
2	All grade levels will create common assessments for reading and math.		Ellen Gordon	
3	Grade levels will continue to progress monitor weekly and analyze progress at six week check points (purple progress days.)		Jessica Holzman	
4	Grade level and fine arts teams will share out their progress on time line tasks monthly.		Jennifer Goldmann	

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	Ashley Manchester	12/22/2012	3	100%	Objective Met - 12/10/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Speak with district Common Core development team to set up professional development on the status of the district in implementing the Common Core during an April curriculum meeting and during the May half day.	Professional development will include information on guiding questions that have been developed, current units of instruction (including samples of units), future professional development opportunities, and ways we can start implementing the Common Core. We want to start using units of instruction, but we would like more information about what the district is developing for us. Due to contract changes, we were unable to work on Common Core professional development in April and May. However, teachers received professional development from Harvey Perkins on the last day of school, June 4, 2012. Three teachers from our building joined the District Common Core Development team and are piloting units that were developed. Primary and intermediate teachers received professional development on the Common Core Standards from Harvey Perkins.	Ellen Gordon	11/07/2012
2	Teachers will begin using the Common Core flip chart when planning reading lesson objectives. Teachers will bring their questions to Common Core representatives during the February Institute Day.	Use written objectives from Common Core flip chart on the board by 12/5/11. McCall teachers prepared questions at their grade level to ask the District Development Team on the February 14th institute day.	Grade Level Teams	02/14/2012
3	Speak with SIOP facilitator about integrating SIOP strategies with the Common Core and modeling lessons in her subsequent visits.	The SIOP facilitator returned to McCall in April to model SIOP lessons and to observe teachers implementing SIOP lessons within their classroom. The facilitator met with each grade level and provided feedback from the observed lessons.	Susan Feldman	04/25/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	12/10/2012 At first, it was challenging for teachers to transition to a new way of writing objectives and lesson plans. The process became easier through the practice and professional development opportunities. As the district moves towards full implementation of the Common Core Standards our teachers will be proficient in including these standards in their lesson plans. Teachers have been using common assessments as both formative and summative assessments of student learning.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	12/10/2012 Moving forward, grade-level teams will remain focused on Common Core Standards and will continue to plan together in implementing these standards.
		We will use Common Core Standard language in our daily lesson objectives. Students will use this vocabulary to

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3.	Evidence that this Objective has been fully and effectively implemented	articulate what they are learning. Grade level teams will develop a guiding question for an integrated instructional unit each quarter.
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Ellen Gordon	05/28/2014	1	100%	Undecided

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	We are currently placing emphasis on other indicators. This indicator is not is not a priority at this time.	This indicator is not a priority.	Ashley Manchester	03/18/2013

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL9	All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC	Susan Feldman	12/07/2015	1	100%	Undecided

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	This indicator is not a priority at this time.	This indicator is not a priority at this time.	Ashley Manchester	03/18/2013