

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF05	Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL		12/20/2013	14	100%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Review and summarize outcomes from McCreI and administrative walk-thru tools data during building-wide professional development meetings.	Our staff analyzed the segregated data provided by the building leadership. Many conclusions were drawn and future planning has begun with the BLT team to continue working on increasing student growth in the areas we are deficient in.		Barb Steinseifer	10/01/2013		
2	Implement one strategy from the "Is this important" (importance) module in your own classroom/instructional time.	Staff selected a strategy, implemented it ongoing in their classrooms, shared success and things to continue focusing on in small group professional dialogues, and projected what they will continue focusing on at the beginning of the 2013-14 school year.		Barb Steinseifer	05/15/2013		
3	Implement one strategy from the "Can I do this?" (efficacy) module in your own classroom/instructional time.	Staff selected a strategy, implemented it ongoing in their classrooms, shared success and things to continue focusing on in small group professional dialogues, and projected what they will continue focusing on at the beginning of the 2013-14 school year.		Barb Steinseifer	05/15/2013		
4	Collect and organize McCreI and administrator created engaged classroom walk-thru data for effective teaching practices.	The principal and assistant principal organized the McCreI data in the scope of building-wide outcomes. The data was easy to read and create discussions from in order to move forward with possible data more at each grade level. Further professional development will be considered by the BLT team.		Andy Green	10/01/2013		
5	Individually implement one strategy from the "Am I Interested?"(interest) module in your classroom and/or instructional time.	Staff selected a strategy, implemented it ongoing in their classrooms, shared success and things to continue focusing on in small group professional dialogues, and projected what they will continue focusing on at the beginning of the 2013-14 school year.		Barb Steinseifer	05/15/2013		

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6	Individually implement one strategy from the "How Do I Feel" (emotion) module in your classroom and/or instructional time.	Staff selected a strategy, implemented it ongoing in their classrooms, shared success and things to continue focusing on in small group professional dialogues, and projected what they will continue focusing on at the beginning of the 2013-14 school year.	Barb Steinseifer	05/15/2013
7	Administer 4 self-assessments before implementing professional development through a book study on "The Highly Engaged Classroom".		Nancy Mikkila	09/28/2012
8	Provide professional development (Part II) during the second semester of the 2012-13 school year directly from Tina Boogren based on the last two modules of our book study "The Highly Engaged Classroom".	Tina Boogren presented our professional development in Phase II and all staff attended the entire presentation in a full-day format.	Barb Steinseifer	01/22/2013
9	Provide professional development during the first semester of the 2012-13 school year directly from Jane Doty Fischer based on the first two modules on our book study "The Highly Engaged Classroom".		Barb Steinseifer	10/02/2012
10	Review and summarize outcomes from McCrel data and administrative walk-thru tools during individual data conferences.	The principal conducted individual data conferences during October that intentionally included individual outcomes from the McCrel walk-thrus. Teachers will utilize the outcomes to improve units of instruction in the planning stage and use of best practices during instruction.	Barb Steinseifer	11/01/2013
11	Review and summarize outcomes from McCrel and administrative walk-thru tools data during grade level/team meetings.	In October, grade level teams met with the Principal to analyze the McCrel walk-thru data across the grade level. As a team, conversations focused around how to use this data to increase their understanding of effective planning and use of best practices for instruction.	Nancy Mikkila	10/25/2013
12	Revisit the 4 completed self-assessments and individually set goals during the 2012-13 school year for ongoing implementation of effective teaching practices.	The BLT feels that our book study and implementation of Total Participation Techniques was successful and will be utilized by all classroom teachers into next year as we continue to focus on Common Core and best teaching practices by Marzano.	Barb Steinseifer	05/15/2013
13	Select one new strategy from the last two modules of our book study "The Highly Engaged Classroom" and share with your grade level/team members.	All staff completed a graphic organizer focusing on the ease of implementation and the challenges ahead as we continue utilizing these effective strategies.	Nancy Mikkila	04/17/2013
14	Select one new strategy from the first two modules of our book study "The Highly Engaged Classroom" and share with your grade level/team members.	?	Nancy Mikkila	12/12/2012

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		05/30/2013	8	100%	Objective Met - 09/04/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Grade level teams (2-5) will develop pre/post assessments for predicting, connecting, and summarizing based on protocols provided by the literacy team.		Courtney Ward	06/01/2012
2	Classroom teachers will administer post tests for predicting, connecting, and summarizing.	The data team has confirmed that post-test data has been collected, organized and analyzed at this time.	Andy Green	12/12/2012
3	The results of the pre/post assessments along with their effectiveness will be analyzed by the BLT.	The Data Team, along with the support and guidance of the BLT team, was successful in launching a building-wide pre/post assessment system for our balanced literacy program. This will continue into next year, with small but needed improvements in order to gather, analyze, and use data results effectively.	Andy Green/Data Team	05/29/2013
4	Classroom teachers (1-5) will administer the comprehension pre-assessments developed for questioning, imaging, and inferring.	Classroom teachers collected scores and submitted them to the data team to analyze the results.	Barb Steinseifer	01/30/2013
5	Grade level teams (1-5) will develop pre/post assessments for questioning, imaging, and inferring based on protocols provided by the literacy team.	The literacy team reported that all protocols have been developed and in use for the 2012-2013 school year.	Courtney Ward	01/15/2013
6	Classroom teachers will administer post tests for questioning, imaging, and inferring.	Classroom teachers were efficient in assessing and providing the Data Team with results in a timely manner.	Andy Green	05/17/2013
7	Classroom teachers (2-5) will administer the comprehension pre-assessments developed for predicting, connecting, and summarizing.		Barb Steinseifer	09/14/2012
8	The literacy team will provide a protocol for the development of pre/post assessments within each grade level team.	Protocol has been developed by the literacy team and shared with the BLT. BLT members will share the protocol with grade level teams.	Bonnie Holisky, Natoia Gurley	02/06/2012

		Protocol will be used to develop pre/post assessments.	
Status of Objective			
1.	Describe your Experience in pursuing this Objective	09/04/2013 Grade level teams developed pre/post tests for the 6 comprehension strategies that are taught during shared reading. Teachers collaborated during grade level planning time to choose text write assessment questions, and develop the pre/post test.	
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	09/04/2013 Teachers will need to continue to assess ttest items and revise if necessary.	
3.	Evidence that this Objective has been fully and effectively implemented	Each grade level will utilize common pre/post assessments for each comprehension strategy. Each grade level will develop a binder containing the common assessments along with unit objectives and relevant common core standards. 09/04/2013 Each grade level will utilize common pre/post assessments for each comprehension strategy. Each grade level will develop a binder containing the common assessments along with unit objectives and relevant common core standards.	

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		06/01/2012	3	100%	Objective Met - 10/30/2012

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	BLT and grade level teams will evaluate the implemetation and effectiveness of differentiated instruction and make changes accordingly (survey).	A survey for staff and students is being developed to assess the implementation of differentiated instruction. In addition, a means of data collection is being created through our data experts to evaluate the effectiveness of differentiation.	Andy Green	09/28/2012
2	All teachers will incorporate differentiated instructional strategies in reading in their weekly lesson plans.	Differentiated instruction (tiered instruction, flexible grouping, guided reading, best practices/R. Marzano, and ELL/SIOP strategies) is being provided daily during literacy instruction at all grade levels as noted in lesson plans. Students are identified, taught,	Barb Steinseifer	02/06/2012

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		and assessed at their instructional level.		
3	Teachers will utilize pre-assessment data (classroom, AIMSweb, MAP, ISAT) as an informative and continuous process to identify students and form groups.	Teachers used the pre-assessment data (AIMSweb, MAP, and ISAT) to form groups at the universal, targeted, and intensive levels. Guided Reading is being implemented at all grade levels allowing students to be taught and assessed at their instructional level. Rising Star groups (based on RiT bands from MAP data) are being conducted at grades 3, 4, and 5. Flexible groups are formed (when needed) and are based on informal observations and formative assessment data within the classroom.	Nancy Mikkila	02/06/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	10/30/2012 A book study using the book "Leading and Managing A Differentiated Classroom" was conducted by the Administration and Building Leadership Team. Professional dialogue was on-going throughout the book study. Grade level implementation and the formation of flexible and guided reading groups were used to provide instruction. DI strategies were used by the teachers to provide instruction to all levels of students.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	10/30/2012 We will continue our professional discussions about differentiated instruction at our Teaching and Learning meetings. Assessment data will be used to form groups and make adjustments according to need.
3.	Evidence that this Objective has been fully and effectively implemented	Reading instruction for all students will be addressed through flexible grouping, guided reading, and independent practice based on formative and summative assessments.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIB05	All teachers will re-teach based on post-test results. (1052)			06/01/2013	7	100%	Objective Met - 09/04/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Grade level teams will engage in professional dialogue that focuses on	Grade level teams have engaged in weekly conversations and made	Sarah Ernst	02/06/2012

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	the results of post assessment data. Submitted agendas will provide feedback from discussions and/or possible action to be taken.	projections regarding overall proficiency and growth using ISAT and MAP data. "Rising Star" groups were formed and are continually adjusted based on data.		
2	The DATA team will analyze school-wide data in the winter to identify trends and plan additional professional development as needed.	The data team shared the winter results with the BLT members. The team provided feedback in order to plan for next year's data collection focus.	Barb Steinseifer	02/01/2013
3	The DATA team will analyze school-wide data in the fall to identify trends and plan additional professional development as needed.	A tool is being developed to help evaluate and share school-wide data.	Barb Steinseifer	11/30/2012
4	Establish a school-wide data team.		Andy Green	06/01/2012
5	Quarterly accountability talks between the Principal and individual teachers will be conducted to discuss the results of assessment data.	Accountability talks were held between the principal and individual teachers in October and January to discuss the results of assessment data. Projections based on MAP data were made regarding overall proficiency and growth. Intervention groups for targeted and intensive students, were re-evaluated and changed based on data and student need.	Barb Steinseifer	02/06/2012
6	BLT will utilize organized data to make informed decisions in a timely manner.	BLT benefited greatly from the Data team providing concise and timely results over the course of the school year. BLT members feel this indicator has been a critical piece to our overall understanding of the growth of our students this year.	Andy Green	05/29/2013
7	The DATA team will analyze school-wide data in the spring to identify trends and plan additional professional development as needed.	The Data Team was reliable for data collection and analysis overall this school year. They have also offered suggestions for how we can improve our overall use of this data in the next school year.	Barb Steinseifer	05/22/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	09/04/2013 Data was collected from pre/post tests that were developed to assess reading comprehension. Flexible groups were formed based on assessment data.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	09/04/2013 Teachers will need to continue to develop strategies to use to support students who are in need of intervention based on post test results.
3.	Evidence that this Objective has been fully and effectively implemented	Grade level teachers are fully implementing post test assessments for reading comprehension and utilizing data to reteach when necessary. Individual accountability discussions will provide documentation of these efforts. 09/04/2013 Lesson plans including flexible groups and strategies being implemented show that teachers are utilizing post test results to provide quality instruction for their students.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Barbara Steinseifer	05/30/2014	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Provide professional development in the area of "CCSS New Assessments" to support staff in the writing of common assessments.			Barbara Steinseifer			
2	Develop common formative assessments (grade level teams) for lessons within a unit.			Grade Level Teams			

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)			05/30/2013	4	100%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Informal and formal walk-throughs (McCrel) will be conducted weekly.	Informal walk-throughs are conducted in every classroom weekly and documented by the Principal. Formal walk-throughs (McCrel) are conducted by building administration at an average of 20 each week.		Barb Steinseifer, Nancy Mikkila	02/29/2012		
2	School-wide McCrel walk-through data will be shared quarterly with staff. Individual classroom data will be shared monthly.	The Principal and Assistant Principal facilitated a two session discussion where staff analyzed 6 pages of graphs and data outcomes. Over the course of these two days, small group discussions focused around the following: areas of strengths/established practices effective to our instruction, areas		Barb Steinseifer, Nancy Mikkila	10/01/2013		

		that need priority so our instruction encompasses them in a timely and effective manner, and looking at how these areas are linked to our current school improvement plan and indicators. Consolidated feedback was brought to the BLT team that will be used for professional development in the near future.		
3	Based on the SIOP model, teachers will write and share student-friendly language objectives throughout their instructional day.		Hilda Luna/ELL team	11/01/2012
4	Professional development will be conducted by the Building Leadership Team and administration through book studies (Classroom Instruction That Works/R. Marzano and The Highly Engaged Classroom). Dialogue and discussion will drive further professional growth needs.	Professional development has been completed through teaching and learning meetings each week. The BLT feels that it is important to continue ongoing professional dialogue on our completed book studies to help our staff move into using and applying these learned strategies into higher order thinking with our students.	Nancy Mikkila	12/20/2012

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA16	All teachers will use prompting/cueing. (1078)		Nancy Mikkila	12/13/2013	2	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Investigate "Thinking Maps: A Common Language For The Common Core" professional opportunities for the staff.		Nancy Mikkila	
2	Identify the "Prompting and Cueing" SIOP strategies (i.e. activating prior knowledge) and share and model with the staff.	Three SIOP strategies were presented and modeled by the ELL team. Their presentation generated further questions and discussions that brought all staff to a higher understanding of ELL learning strategies that need to be deliberately planned for in order to bring this population along in their growth.	ELL Team, Hilda Luna	10/01/2013



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		12/20/2013	8	100%	Objective Met - 09/04/2013
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Conduct a staff survey to support planning for the future.	Our staff survey was very successful and somewhat surprising as we looked at the results as a BLT team. We have taken our colleagues feedback very seriously and will be moving forward with the results into the 2013-14 school year.		Andy Green	05/01/2013		
2	Provide professional development for using TPT strategies to enhance higher order thinking skills for students during instructional time.	All staff completed a graphic organizer independently that reflected both the ease of implementation and the challenges ahead while continuing to use these strategies in the future.		Barb Steinseifer	04/03/2013		
3	Read "Total Participation Techniques" during summer months of 2012 to prepare for back to school planning day at the Waukegan Yacht Club.			Nancy Mikkila	08/16/2012		
4	Provide guidance through professional development on how to reach specific subgroups (ELL, targeted, at-risk)	Our ELL team has been a critical piece to our professional development this year. Our students are much more supported in any type of classroom because staff members have been equipped with knowledge, strategies, and ongoing support all year long.		Barb Steinseifer	05/08/2013		
5	Dialogue in teams during teaching and learning meetings each quarter to assess the effectiveness of implemented TPT strategies.	Ongoing dialogues allowed our teachers to monitor their frequency and use of these strategies with students.		Nancy Mikkila	04/12/2013		
6	Develop a TPT checklist for the staff in order to monitor and self-assess the implementation of TPT's in their own classrooms/instructional time.	TPT checklists were passed out and revisited with staff in order to complete self-assessments on how the implementation and effectiveness of self-selected strategies were going and what would be needed in order to improve their use in the classroom on an on-going basis.		Jackie Bucher	12/12/2012		
7	Choose two individual TPT strategies to share at back to school planning day with colleagues.			Nancy Mikkila	08/16/2012		

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8	Provide professional development for our building-wide book study on TPT's through a monthly framework developed by the Building Leadership Team.		Jacque Unzicker	09/19/2012
<b>Status of Objective</b>				
1.	Describe your Experience in pursuing this Objective	09/04/2013 The book, "Total Participation Techniques" was used as a book study to provide staff with strategies to engage students in active learning. Teachers read, collaborated, and shared ideas at Teaching and Learning meetings during the 2012-13 school year.		
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	09/04/2013 Teachers will continue to use TPT Tool Kits in their classrooms as a best practice in teaching.		
3.	Evidence that this Objective has been fully and effectively implemented	Through professional development, Total Participation Techniques, book studies, and McCrell walk-through data, student engagement and active learning will increase. 09/04/2013 All teachers chose four(4) TPT strategies to introduce to their students to help foster student engagement in the classroom. Individual grade level teams and the whole staff sharing allowed the "experts" to model TPT strategies and techniques to their colleagues.		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL5	All teachers will utilize high-quality questions and provide adequate time for student response. (2333)		Nancy Mikkila	12/13/2013	7	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Analyze the current Blooms Taxonomy and connect it to the Webb's Depth of Knowledge (DOK) levels.		B. Steinseifer, N. Mikkila	
2	Plan and provide a mini workshop on higher order thinking strategies.		BLT Team	
3	Prepare question stems for teachers and bounce cards for students utilizing Bloom's Taxonomy and Webb's DOK.		N. Mikkila, S. Ernst	
4	Engage students in dialogue utilizing higher order question stems, thinking maps, bounce cards and friendly controversy discussions.		BLT Team	

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5	Prepare "mini paws" for all students to use for higher order thinking discussions.		Karen Peterson	
6	Train teachers on how to use "mini paws" to enrich higher order learning conversations.		BLT Team	
7	Based on CORE 6 training, teachers will use the Q-SPACE strategy to shape classroom discussions.		BLT Team	

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	Barbara Steinseifer	05/30/2014	5	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Acquire an understanding of the National Education Technology Standards (NETS)		Barbara Steinseifer	
2	Use the NET standards to identify at least 2 content area lessons and incorporate these strategies into our daily lessons.		Annette Schaper	
3	Form a "technology team" to guide all teachers on how to incorporate technology into their classrooms and lessons.		Karen Peterson, Sarah Ernst	
4	Conduct mini workshops to support teachers on the use of current programs already in place in our building.		Technology Team, Staff	
5	Utilize the NET standards during our computer lab time to teach students the necessary age group skills.		Grade Level Team Leaders	