

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CII7	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		05/30/2013	3	66.67%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Staff recognizes colleagues during staff meetings to promote celebrating the staff for their hard work, team building, and building a positive environment.	Make an effort to do this at least once per month for the first 10 minutes (with candy/treat). Staff can continue to give recognition and candy to staff quietly during the meeting, but the main recognition will take place at the beginning. This is now part of the building culture and we do it at almost every staff meeting.	Dennis Bade	03/15/2013			
2	Ask staff to complete climate and culture survey. Analyze data and use it to gauge progress towards above goal.	A one-on-one survey/discussion was done. Some staff said that they have seen positive things taking place on teams. Teams are working a little bit better from a systems perspective. We still need some work in this area. We have seen improvement in culture as a result of morning reflections and the reflection/ISS rooms. A few expressed concern about the lesson study and feeling secure enough to be observed by other people. We need put forth efforts to bring the whole staff together on how to have professional conversations. Through the professional development that we had it allowed us to talk with each other in a more professional, collaborative, and collegial manner. We will add a task that pertains to professional development on collegial conversations and interactions.	McKenna Gomez, Tierney Eppinger	05/13/2013			
3	Establish and communicate whole-staff and team norms for collegial communication.		Denise Jackson				

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS		05/21/2012	4	100%	Objective Met - 02/22/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Bring in speakers to address social/emotional student issues (i.e., bullying, responsibility, etc.)	Zackariah Center was brought in to speak to students about bullying and sexual harassment appropriate to grade level. Additional speakers are being scheduled.	Ralph Schwartz	01/11/2012
2	Monitor School Dude requests. Walk through building for monitoring.	Administration monitors School Dude requests and can see rates of approval and completion. Administration also walks through building to monitor the environment. Webster community makes an effort to make sure the environment is well-kept and welcoming.	Tierney Eppinger	01/11/2012
3	Share and discuss behavioral data from SWIS weekly to to teams. Analyze for further interventions per the RtI process and celebrate improvements.	The internal RtI coach shares data with team leaders. Every week teams are given their specific SWIS data to discuss changes and/or improvements to the behaviors on their teams. Diagrams are specific to behaviors, times, locations, and motivations. Time is given in team meetings to interpret and discuss the data. Celebrations take place both within teams along with school-wide incentive days. There is also a weekly raffle that includes those students showing exemplary behavior that week.	Rebecca Feder	01/11/2012
4	Identify and monitor the number of students participating in clubs, after school athletics, activities, and social events.	Students participate in the following school activities As of February 1, 2012 213 students involved in curricular music performance classes (band, choir, orchestra) 159 students involved in sports 88 students involved in clubs 193 students attended social events	Leah Novak	02/22/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	2/22/2012 Many of these tasks were clerical/data gathering, but labor-intensive.
		2/22/2012 Continue to monitor SWIS data trends so that we can continue to decrease behavior referrals. Continue to

2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	analyze the SWIS data to determine further interventions per the RtI process and celebrate improvements. Continue to monitor School Dude requests, and continue to bring in speakers to address social/emotional issues.
3.	Evidence that this Objective has been fully and effectively implemented	When this objective is met, the physical environment will be clean and well-maintained. When this objective is met, the social environment will be a welcoming environment that will be conducive to student success and will show an increase in student involvement in both curricular and extra-curricular activities. When this objective is met, the emotional environment will be positive, supportive, and caring. When this objective is met, the behavioral environment will show a decrease in behavioral referrals throughout the school.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW		04/29/2011	7	100%	Objective Met - 02/22/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	BLT stays focused on tasks.	Use a modified Robert's Rules of Order to stay on task during meetings. Dennis Bade is time keeper and helps to consistently maintain focus during BLT meeting times. This is standard practice during each BLT meetings.	Dennis Bade	11/10/2010
2	Keep minutes for each meeting and send them out to the BLT and to the staff electronically within two days.	Send minutes out to the staff after each meeting via email and post on the school web site within two days.	Mary Mlinar-Stephens	11/10/2010
3	BLT establishes agenda items for next meeting at the end of each meeting based on a combination of the following: 1) items that were not addressed at a meeting are put on the agenda for the next meeting; 2) consensus of BLT members regarding the most pressing issues being put first on agenda; Principal adjusts agenda items as needed and prepares it for the next BLT meeting each week.	Principal wants to adjust the BLT agenda items as needed each week. Ongoing and completed at each BLT meeting.	Tierney Eppinger	04/19/2011

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4	BLT meetings occur regularly at least every two weeks during the school year.	Please choose meeting dates for the school year.	Tierney Eppinger	11/10/2010
5	Action teams are formed and functioning.	Action teams report back to the BLT after each meeting. Laurie collects and assembles action team minutes in a binder by team and date. She will bring this to each Rising Star meeting for review, feedback for teams. Rising Star Team will use this to update our task lists. 4/19/2011 - As of this date, 100% of action teams are meeting and submitting minutes to Laurie at least once per month. 90% of the action teams have submitted scheduled meetings to Laurie.	Laurie Turner	12/14/2010
6	BLT membership needs to be revisited each year based on the WPS60 BLT guidelines (or as needed).	Refer to WPS60 BLT guidelines. This has been revisited per the guidelines on 3/16/2011. BLT membership will remain with all members considered as year 1 this year.	Tierney Eppinger	03/16/2011
7	BLT follows through on identified tasks and decisions that were discussed and agreed upon using a time line and/or a Gantt chart.	The BLT has created a working template to keep track of major initiatives throughout the year from planning to implementation and completion. This will be updated as needed. Gathering information and the population of the summary chart is in process.	Chuck Kreml	02/22/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	2/22/2012 Defining the timeline's scope of use and identifying what data should be included has been challenging, but we have created a core timeline document to which we can add on to that will support our ongoing growth.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	2/22/2012 Action teams will need to be surveyed as to their ongoing and upcoming initiatives. The BLT will continue to review the timeline for implementation. We have created a living document that can be used and updated for reference for the years to come. Continue with action teams, team agendas, team minutes, minutes continue to be electronically sent to staff.
3.	Evidence that this Objective has been fully and effectively implemented	When this objective is fully met, we will have the following components in place: 1. Has teachers who lead instructional teams, the principal, the Rising Star School Improvement Team representatives, and other key staff members. 2. Will operate with agendas, keep minutes, stay focused, and follow through with the plans they make. Minutes are distributed electronically to the rest of the staff.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC		05/21/2012	7	100%	Objective Met - 07/31/2012
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	The principal will conduct 90 informal observations and professional conversations with teachers during the fourth quarter.			Tierney Eppinger	06/01/2012		
2	The principal will conduct 90 informal observations and professional conversations with teachers during the second quarter.			Tierney Eppinger	12/21/2011		
3	The principal will conduct formal observations and professional conversations with teachers for the third round of observations.			Tierney Eppinger	03/14/2012		
4	The principal will conduct 90 informal observations and professional conversations with teachers during the third quarter.			Tierney Eppinger	03/14/2012		
5	The principal will conduct formal observations and professional conversations with teachers for the first round of observations.	<p>The principal conducts formal observations in accordance with district guidelines. The principal follows the district process for notification to staff of the assigned evaluator; developing annual teacher goals; schedule evaluations for the year; review the evaluation instrument; and have professional conversations about instruction prior to and after the evaluation and observation.</p> <p>Teachers evaluate their own lessons and bring them to their evaluations. That insight is incorporated into the evaluation process. The evaluation is a three-part process, starting with the pre-conference, the evaluation, and the post-evaluation meeting.</p> <p>During the post-evaluation teachers receive specific and constructive feedback related to their strengths and areas for improvement. The principal reviews peer coaching summative reports and reflections.</p>		Tierney Eppinger	10/22/2011		
6	The principal will conduct formal observations and professional conversations with teachers for the second round of observations.	The principal conducts formal observations in accordance with district guidelines. The principal follows the district process for		Tierney Eppinger	01/20/2012		

		<p>notification to staff of the assigned evaluator; developing annual teacher goals; schedule evaluations for the year; review the evaluation instrument; and have professional conversations about instruction prior to and after the evaluation and observation.</p> <p>Teachers evaluate their own lessons and bring them to their evaluations. That insight is incorporated into the evaluation process. The evaluation is a three-part process, starting with the pre-conference, the evaluation, and the post-evaluation meeting.</p> <p>During the post-evaluation teachers receive specific and constructive feedback related to their strengths and areas for improvement. The principal reviews peer coaching summative reports and reflections.</p>		
7	The principal will conduct 90 informal observations and professional conversations with teachers during the first quarter.	Principal conducts informal observations using the McREL Power walk-through observation tool ten times per week. Feedback is emailed to teachers immediately. Principal is available and encourages professional conversations related to each teacher's informal observation. Summative data has been shared with the whole staff to identify aggregate trends. The principal supports the implementation of the Instructional Practices Inventory (IPI) process which provides data on student engagement and higher order thinking. Spontaneous observations occur throughout the school day fostering a climate of professional conversations and promoting collegiality throughout learning community.	Tierney Eppinger	10/11/2011

Status of Objective

1.	Describe your Experience in pursuing this Objective	7/31/2012 Will describe on meeting on August 24.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	7/31/2012 Will describe on meeting on August 24.
3.	Evidence that this Objective has been fully and effectively implemented	The principal conducts formal and informal observations with teachers. The principal conducts professional conversations with teachers to improve instruction and support teachers. The McREL walkthroughs are focused on the delivery of curriculum and instruction in order to meet AYP. The principal looks for effective instructional strategies that meet the needs of all students and especially students in AYP subgroups. Specific feedback is provided to teachers about McREL that provides a basis for ongoing professional conversations.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF10	Professional development includes opportunities for teachers to share their strengths with other teachers. (1044)			06/01/2013	4	75%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	The staff participates in a differentiated book study using one of five books: Our Iceberg is Melting, Teach Like Your Hair's On Fire, Schools of Fish, Fair Isn't Always Equal, No More Bystanders, No More Bullies.	One of five book studies was completed on 3/13/13 (Our Iceberg is Melting.) Staff participated in discussions about book content regarding organizational change. All book studies have been completed. Staff provided feedback about the book study process and most appreciated the experience and want more.	Mary Mlinar-Stephens, Ashley Buchman, Solange Kaph	04/10/2013			
2	Present staff-led professional development on understanding data, grant-writing for schools, recommending books for next book study, and graffiti board responding to teacher requests for summer projects, professional development for next year.	These sessions were presented May 8. Staff indicated that they appreciated the sessions but felt that they were rushed and wanted more time to work with the technology tools that were presented. Based on feedback, staff members would like a refresher for next year or have them offered again for the sessions that they were not able to attend.	Rob Holton, Mary Mlinar-Stephens, Tierney Eppinger	05/08/2013			
3	Staff development on technology tools, Infinite Campus Tools, Web 2.0 tools.	These sessions were presented May 1. Staff indicated that they appreciated the sessions but felt that they were rushed and wanted more time to work with the technology tools that were presented. When these are presented again in the future, the team needs to ensure that there is sufficient time.	Mary Mlinar-Stephens, Alyssa Daley (tentative), La	05/01/2013			
4	ULLC, our Rtl Coach, and administration will be mentoring teachers and providing coaching for areas of academics and behavioral strategies of improvement.		Tierney Eppinger, Jackie Richardson				

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		05/21/2012	5	100%	Objective Met - 09/07/2012

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	In the third quarter, teams monitor implementation and maintenance of their action plans. Teams make adjustments to their action plan implementation as needed. This is reported to the principal each week.	<p>Teams are looking at student academic achievement levels on a daily basis to modify and differentiate instruction to meet the needs of our students. Teams report to team leaders meeting on a weekly basis to share progress and artifacts based on Team Action Plans.</p> <p>Staff members shared and reported out on specific classroom application of their Team Action Plan with members of other teams. We recognize that there is room for improvement in identifying the specific AYP groups and meeting their needs. Seventh Grade Team looks at a wide range of academic and behavioral data as it relates to the AYP subgroups (MAP, SWIS, etc.) on a regular basis, and then the team uses this information to provide interventions during the regular school day and after school each day. Eighth grade looked at MAP scores in math and language arts to develop flex groupings and address specific skill areas and student needs. They monitor their action plan and collect data and artifacts on the extended reading response in communications and math. Encore team is continuing to integrate writing across the curriculum using a variety of strategies (e.g., journaling, writing about art processes, extended response, online blog writing). Multi-grade team is trying to improve student metacognitive processes using shared graphic organizers. There is evidence that it is improving students' ability to write but no hard data so far on how it is impacting student writing and expression. Team is realizing they need a specific pre-and post test to determine how graphic organizers are impacting student writing. The BLT is thinking about our next steps. We are looking to align our action</p>	Tierney Eppinger	03/16/2012

		plans with quarterly assessment benchmarks.		
2	In the second quarter, teams monitor implementation and maintenance of their action plans. Teams make adjustments to their action plan implementation as needed. This is reported to the principal each week.		Tierney Eppinger	12/21/2011
3	Individual grade-level teams analyze data and develop action plans for student subgroups.	Teams met to develop action plans based on data from MAP and AYP subgroups.	Tierney Eppinger	10/21/2011
4	In the first quarter, teams monitor implementation and maintenance of their action plans. Teams make adjustments to their action plan implementation as needed. This is reported to the principal each week.		Tierney Eppinger	10/21/2011
5	In the fourth quarter, teams monitor implementation and maintenance of their action plans. Teams make adjustments to their action plan implementation as needed. This is reported to the principal each week.		Tierney Eppinger	06/01/2012

Status of Objective

1.	Describe your Experience in pursuing this Objective	9/7/2012 Each team designed and completed action plans. They implemented strategies to improve student achievement in reading and math.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	9/7/2012 Continued work on new action plans for students. The new action plans use data more effectively focused on evidence of need and evidence of success. Each team is working with Barry Beers (ULLC consultant) to refine their action plan so that it is measurable and effective.
3.	Evidence that this Objective has been fully and effectively implemented	The building leadership team facilitates a process by which the teams look at AYP subgroup data and MAP data to define team-specific goals for student improvement. Each team creates an action plan and uses SIP professional development days and team time to plan, implement, and assess the effectiveness of interventions.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID10	Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (1061)	RTI,CL	Jaclyn Richardson	05/29/2013	4	75%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Content areas administer common assessments in order to determine progress, areas of strength, and areas of need. They will use this data from the common assessment to adjust instructional strategies.	6th, 7th, 8th Grade Communications common assessments 7th and 8th grade math common assessments are done. We administer those assessments and use data to guide further instruction. 6th grade common assessments will be implemented soon.	Mandy Payne, Deirdra Jackson, Allison Karabatsos (12/21/2012			
2	Training team leaders and teams on effective use of data	Use the intervention team meeting to share out with team leaders about interventions, data, how to use data for instruction, and how to review data for the intervention to see if they need to be adjusted, modified, or transition to another intervention. Every week, team leaders discuss data. Team leaders participate in intervention meeting approximately once per month. Analysis of data is part of the building culture and team leader meetings.	Jaclyn Richardson, Rob Holton, Mary Schroeder	03/15/2013			
3	Action plans are developed by each team based on student achievement data on reading and math. The action plans were developed by looking at the evidence of need, evidence of success, and strategies. Each teacher on the team is responsible for a specific intervention, identified resources and staff development needed, and completion date.	The action plans are part of the building culture. We use them weekly at team meetings and team leaders refer to them during team leader meetings.	Jaclyn Richardson	03/15/2013			
4	Content area groups need to discuss common assessment data and how it is driving instruction.		Phillip Mapes				

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		12/01/2011	2	100%	Objective Met - 01/11/2012
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Teams meet and create an action plan to address AYP subgroups (LEP, special education, low SES, and Hispanic in reading and math).			Tierney Eppinger	01/11/2012		
2	Lesson plans submitted and log kept.			Tierney Eppinger	01/11/2012		
Status of Objective							
1.	Describe your Experience in pursuing this Objective	1/11/2012 Lesson plans are submitted bi-weekly by all staff. Feedback is provided to all staff as to the quality and completeness of the lesson plans.					
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	1/11/2012 Continue to support grade-level teams as they implement their action plans that address the needs of our students and our AYP subgroups. Lesson plans should continue to be part of our professional conversations with a view to standards and a future view to common core standards.					
3.	Evidence that this Objective has been fully and effectively implemented	Lesson plans are submitted bi-weekly and reviewed by the administration. Lesson plans will reference differentiation, RtI strategies, objectives, pre-and post-testing; and engaging students in higher order thinking skills in order to meet the needs of our students, especially our LEP, special education, low SES, and Hispanic in reading and math. Grade-level teams develop action plans that address the needs of subgroups on their teams (data-based flex grouping, Compass Learning, Lexia, V-Math, skills-based intervention, etc.).					

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	When waiting for assistance from the teacher, students will be occupied with curriculum-related activities provided by the teacher. (1098)			05/30/2014	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	At staff meetings, teachers share how they have established routines for opening and closing the lesson, including varied formative assessment strategies and engagement strategies.			Alyssa Daley			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC05	All teachers will use a variety of instructional modes. (1102)		Phillip Mapes	05/29/2013	3	100%	Undecided
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Create a staff development plan to master the top three Marzano instructional strategies and use the McREL walkthrough tool to assess and monitor the degree of implementation of the task.	We have surveyed the staff in terms of their perceived levels of implementation of Marzano's strategies and their preference for ownership of building-wide initiatives and common instructional strategies. Chuck brought the results of the survey - According to the staff survey, the top three selections are: Setting Objectives & Providing Feedback/Homework Cooperative Learning Summarizing and Note Taking Cues, Questions, & Advanced Organizers Similarities and Differences Non-Linguistic Representation Generating & Testing Hypothesis During the summer of 2012, the staff development committee met and reorganized the plan. The Marzano strategies were reorganized slightly and will be addressed		Chuck Kreml	01/18/2013		

		<p>throughout the year. The team created a theme for the school year and pillars for learning: Achievement - We will foster an environment that expects, encourages, develops, and rewards achievement in our Webster community. Relationships - We will create positive and caring relationships within our Webster family. Interests - We will provide social, emotional, and academic support to inspire all students to pursue their individual interests. Belonging - We can help students reduce their social anxiety by promoting individuality at Webster. The updated staff development plan will be added shortly.</p> <p>On October 3, 2012, a representative from the Illinois Resource Center presented ELL strategies to staff that included introduction to cooperative learning, similarities and differences, cues, questions, and advanced organizers, and non-linguistic representations. Oct. 17 - Barry Beers spoke with staff about objectives. Artifacts of quality objectives have been collected from the staff. The team believes that staff has an excellent grasp of setting meaningful, student-friendly objectives. The following professional development activities will be added to the second semester: *Providing Feedback - January 23, 2013 *Homework - February 6, 2013 *Summarizing and Note Taking - tentatively January 9, 2013 - Jackie Richardson and Solange Kapheim *Generating & Testing Hypothesis - January 16, 2013 -</p>		
2	<p>Content area teams discuss instructional strategies at curriculum departmental meetings.</p>	<p>Add other McREL tasks as data and staff indicates. Content area meetings on October 2, 2012 to make sure all content areas and intervention teachers meet and are on the same page. Content areas met October 24, 2012 to discuss instructional strategies. The BLT needs to create a survey on these meetings. The content areas submitted documentation of their efforts to create common assessments. Ms. Eppinger met with team leaders and presented overview data based on team. This information will be presented at each team leader meeting. Data shows that 78% of the students know the objective. Primary instructional strategies are extremely varied, but the method of delivery is primarily whole group. Over ten walk-throughs are done per week by administration and are ongoing. Content area meetings will continue after January, 2013.</p>	<p>Ashley Buchman, Solange Kapheim</p>	<p>10/26/2012</p>
3	<p>Look at and reflect on data on instructional strategies in classrooms</p>	<p>These activities are embedded in the building culture and schedule.</p>		<p>03/15/2013</p>

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from sources such as McREL walkthrough, team discussions, and behavior to guide further instructional activities.

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)			05/30/2014	1	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Continue to incorporate Webb's Depth of Knowledge along with Bloom's Taxonomy with higher level measurable instruction.		Phillip Mapes				