



North Boone High School - Rising Star Continuous Improvement Plan

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Local Board Action Report

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only):

Date:

Superintendent Signature:

Date:

Board President Signature:

Date:

School Data - Contact Information

District Information

District Name:	NORTH BOONE CUSD 200	District Address:	6248 N BOONE SCHOOL RD
City/State/Zip:	POPLAR GROVE, IL, 61065 8548	RCDT Number:	040042000260000
Superintendent:	Dr Steven M Baule	Superintendent Email*:	baules@nbcusd.org
District Phone:	8157653322 Ext:	District Fax:	

School Information

Name:	NORTH BOONE HIGH SCHOOL	Address:	17823 POPLAR GROVE RD
City/State/Zip:	POPLAR GROVE, IL, 61065 9014	RCDTS Number:	040042000260003
Principal:	Mr. Jacob Hubert	Principal Email*:	hubertjacob@nbcusd.org
Phone:	815765-3311 Ext:	Fax:	

Entity Information

Entity Name:	<input type="text"/>	Entity Address:	<input type="text"/>
City/State/Zip:	<input type="text"/>	RCDT Number:	<input type="text"/>
Incharge:	<input type="text"/>	Incharge Email*:	<input type="text"/>
Entity Phone:	<input type="text"/> Ext: <input type="text"/>	Entity Fax:	<input type="text"/>

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
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6/5/2014 11:01:44 AM

Jacob Hubert	School Principal		hubertjacob@nbcusd.org		Edit Delete
Jacob Hubert	School Principal	815-765-3311	JHubert@nbcusd.org	Principal	Edit Delete
Dale Purvis	School Principal	815-765-3311	Dpurvis@nbcusd.org		Edit Delete
Cheryl Lindberg	School Process Manager	8157653311	clindberg@nbcusd.org	District Staff	Edit Delete
Brian Arenz	School-Assigned Capacity Builder	8157653311	barenz@nbcusd.org	Teacher	Edit Delete
Kim Krawczyk	School Improvement Team Member	8157653311	kkrawczyk@nbcusd.org	Teacher	Edit Delete
Shawn Brady	School Improvement Team Member	815-765-3311	sbrady@nbcusd.org	Teacher	Edit Delete
Kendra Stachowiak	School Improvement Team Member	815-765-3311	kstachowiak@nbcusd.org	Teacher	Edit Delete
Dustin Berthold	School Improvement Team Member	815-765-3311	dberthold@nbcusd.org	Teacher	Edit Delete
Bart Zadlo	School Improvement Team Member	815-765-3311	bzadlo@nbcusd.org	Teacher	Edit Delete
Matt Sbertoli	School Improvement Team Member	815-765-3311	msbertoli@nbcusd.org	Teacher	Edit Delete

Reports - Assessment Report

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Rising Star Committee Established vision statement, not well publicized	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Website for documents, policie, and procedures. No evaluations of school programs. Observation data kept. Data sent out. District needs assessment, budget, climate survey, 5 essentials. In the process	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets 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
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	Rising Star.
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ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Rising Star Committee Policy committee RTI Behavior Committee		

ID10	The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Maps & PSAE. IIRC Data. Process of setting up, cut scores for recommendation of placement. Do not currently analyze the data for RTI, ACT/Senior Skills.	

IID04	The school maintains a central database that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)		SS,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		All data is kept, but not in one spot in the office. Not user friendly.	

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.		No development/Implementation	
		Will include in plan	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		TBD	

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.		No development/Implementation	
		Will include in plan	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		TBD	

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Teachers are working on making target based assessments and aligning them to common core standards. No curriculum mapping. No policy guide.	

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	"Activities"	

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	PBIS, CICO, PIT Crew, Best Buddies, School, Counseling, Psychologist, social worker, GSA. Freshmen mentor program needed.		

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)			SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation		
Index:	2	(Priority Score x Opportunity Score)		
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		It's difficult to spend expected time of 50% of time working directly with teachers on curriculum with other obligations through the school day.		

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP,ELL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Many teachers are giving full implementation and using data for decision making.		

IIIA07	All teachers 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
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Pre-tests are in place and data is collected, but we need to continue to develop in our use of the data to drive instruction.	

IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)		SC,SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Difficult to meet the suggested time constraints under current policy. The time recommended is essential to meeting the needs of our students.	

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)		SC,CL
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Staff performs a self evaluation using the state suggested Danielson Evaluation. A meeting is held between administration and the staff to then finalize the evaluation. The review of evaluations is used, along with surveys and data, to drive professional development.	

CL16	Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (2338)		
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Staff surveys and review of observations are used to drive annual staff development plans.	

IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (1085)		SC,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	This indicator is confusing. The indicator states one thing while the evidence doesn't seem to pertain to the indicator. Much of the evidence is in place with a need to have an identified area of where we keep our materials, but the indicator talks about standards-aligned material which the staff is currently working on.	

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)		SC,SP
Level of Development or Implementation for this Indicator.		No development/Implementation	
		Will include in plan	
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		No development and will require a change in the environment of the community.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)		SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The school communicates how students are performing in school but doesn't often hear from the parents.	

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Expectations of our students are distributed annually to parents.	

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)			SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)		
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		There are expectations for students given by teachers, but there are no expectations of staff or parents that are posted on the school web site.		

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.		SC, SP, ELL, SW
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	The school is consistently sending out reports and school messenger messages to update students and parents on things that are going on at the school.		

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)		SP, ELL
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Staff is continually working on methods to engage students and work on students who are identified as not being engaged in school.		

IIIA35	Students are engaged and on task. (1161)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	Staff puts effort into engaging students and creating activities to get students involved. Obviously you can't engage every student all the time.		

IIA02	Units of instruction include standards-based objectives and criteria for mastery. (1046)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers have identified targets for a number of the classes and developed assessments to match the targets.	

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)	
Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	See IE08		

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Current budget and policy make it difficult to retain qualified and effective staff in the support staff position.	

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal has a positive attitude and researches current trends in education to notify staff of current research. The principal needs to work on improving communication and letting staff and parents become more involved.	

IE07	The principal monitors curriculum and classroom instruction regularly. (1028)			SP
Level of Development or Implementation for this Indicator.		Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)		
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)		
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)		
Current level of development or implementation:		Current administration spends approximately 10-15% of their time in the classroom and provides feedback in writing to teachers through written documentation.		

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		SP,SW
Level of Development or Implementation for this Indicator.		No development/Implementation	
		Will include in plan	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Currently, observations are made by administration and information from observations is not shared with a staff due to current contract. No peer observations are required of staff and aren't currently required.	

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers have been working in departments to create 4-6 targets per unit and tests where all questions are tied to targets for each unit.	

Create Plan — Leadership

IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.		
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]		
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
5	Tasks		
	There are no tasks created for this Objective		

ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development		Partial Development/Implementation	
1	Assigned to	Jacob Hubert	

2	How it will look when fully implemented in the District:	Three main types of teams will be established to include the Leadership Team, the School Community Team, and the Instructional Teams. The Leadership/Rising Star team will be responsible making decisions based off of assessments, surveys, and generalized summaries of observations provided by the administration. The School Community Team will consist of parents, community members, and staff members and will use surveys to increase greater collaboration and communication between the school, parents, and the community. The Instructional teams will be assembled by department and use student assessment data, research, and state guidelines to establish the best curriculum to serve our students.								
3	Date by which the description above will be a reality:	09/01/2013								
4	Tasks									
	1	Arrange School day to accommodate times for Instructional Teams to meet on a regular basis.								
		Assigned to	Jacob Hubert	Start Date	02/01/2014	End Date	08/15/2014	Timeline		
		Budget & Funding Sources(\$)								
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	
	2	Seek out parents and community members who are interested in being a part of the School Community Relations Team.								
		Assigned to	Jacob Hubert	Start Date	05/01/2014	End Date	08/31/2014	Timeline		
		Budget & Funding Sources(\$)								
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
0		0	0	0	0	0	0	0		

ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (1017)							SS
Level of Development		Partial Development/Implementation						
1	Assigned to							
2	How it will look when fully implemented in the District:							
3	Date by which the description above will be a reality:							

4	Tasks
	There are no tasks created for this Objective

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
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)		SS
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

ID10	The school’s Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)		SC
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IE09	The principal will challenge and monitor unsound teaching practices and support the correction of them. (1030)		SC
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		

3	Date by which the description above will be a reality:	
4	Tasks	
	There are no tasks created for this Objective	

Create Plan – Professional Development

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		SP,SW
Level of Development		No development or Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

Create Plan – Aligned Instruction-Curriculum

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)										SC,SP,ELL
Level of Development			Partial Development/Implementation								
1	Assigned to				Jacob Hubert						
2	How it will look when fully implemented in the District:				Instructional Teams will collaboratively work in their departments to establish 4-6 targets per unit aligned to the Common Core and other identified standards that were researched by the department and meet state requirements. Assessments will be aligned to the targets, and a pacing guide will be identified as a suggestion to assure targets are met.						
3	Date by which the description above will be a reality:				06/06/2015						
4	Tasks										
1	Develop Course Curriculum setting 4-6 learning targets per instructional unit.										
	Assigned to	Instructional Teams		Start Date	04/02/2014		End Date	11/21/2014		Timeline	
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
2	Develop assessments tied to identified learning targets for each unit.										
	Assigned to	Instructional Teams		Start Date	11/21/2014		End Date	08/24/2015		Timeline	
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
3	Create a suggested pacing guide for each course.										
	Assigned to	Instructional Team		Start Date	04/02/2014		End Date	06/05/2015		Timeline	
	Budget & Funding Sources(\$)										

	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IIA02	Units of instruction will include standards-based objectives and criteria for mastery. (1046)										
Level of Development			Partial Development/Implementation								
1	Assigned to										
2	How it will look when fully implemented in the District:										
3	Date by which the description above will be a reality:										
4	Tasks										
	There are no tasks created for this Objective										

Create Plan – Instruction

IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IIC03	Materials for standards-aligned learning activities will be well-organized, labeled, and stored for convenient use by teachers. (1085)		SC,ELL
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

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
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

Create Plan — Assessment

IID04	The school will maintain a central database that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)		SS,ELL
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development		No development or Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IID07	The Leadership Team will monitor school-level student learning data. (1058)		SC,SS,SD
Level of Development		No development or Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)		SC,SP
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

Create Plan – Periodic Assessment

IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)		SP
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)			SP
Level of Development		Partial Development/Implementation		
1	Assigned to			
2	How it will look when fully implemented in the District:			
3	Date by which the description above will be a reality:			
4	Tasks			
	There are no tasks created for this Objective			

IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)		SC,SP
Level of Development		No development or Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

Create Plan – Community and Family Engagement

There are no objectives assessed under this section in Step 2 - Assess Indicators.

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.	SS,SD,SW	Jacob Hubert	09/01/2013	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to		Completed	
1	Arrange School day to accommodate times for Instructional Teams to meet on a regular basis.			Jacob Hubert			
2	Seek out parents and community members who are interested in being a part of the School Community Relations Team.			Jacob Hubert			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Jacob Hubert	06/06/2015	3	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to		Completed	
1	Develop Course Curriculum setting 4-6 learning targets per instructional unit.			Instructional Teams			
2	Develop assessments tied to identified learning targets for each unit.			Instructional Teams			

3	Create a suggested pacing guide for each course.		Instructional Team	