North Boone CUSD 200 - Rising Star Continuous Improvement Plan

PDF Downloaded on 06/03/2014

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.

Superintendent Signature:	Date:
Board President Signature:	Date:

District 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:	

Entity Information

Entity Name:		Entity Address:	
City/State/Zip:		RCDT Number:	
Incharge:		Incharge Email:*	
Entity Phone:	**Ext:**	Entity Fax:	

Please enter your Rising Star leadership team members (Process Manager ▫ , Capacity Builder(s)▫ , Primary RTTT3 contact and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
Steve Baule	District Superintendent	815-765-3322	baules@nbcusd.org		Edit | Delete
Melissa Geyman	District Process Manager	815-765-3322	mgeyman@nbcusd.org	District Staff	Edit | Delete
Matt Klett	District Improvement Team Member	8157659006	mklett@nbcusd.org	Principal	Edit | Delete

Please enter School Board member ▫ contact information.

Name	Phone	Email	Actions
There are no members added.			

District Data — Local Assessments

Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

Reports - Assessment Report

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) **RT3 Expectations:** The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science. **Title I Expectations:** Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	SC,SP,RT3,DTI

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:		Common core curriculum has been implemented in LA and Math. Teachers are receiving training to create units of instruction in LA. Math will continue with this when LA is completed. Student growth data is being analyzed to make sure that students are achieving their learning standards.

IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) **RT3 Expectations:** The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3

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:	Several teachers have applied for grants to purchase technologies. Members of the administrative team and staff members have presented during institute days on newer innovative technological strategies and their implementation.	

IA07	The district sets district, school, and student subgroup achievement targets. (7) **Title I Expectations:** Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We currently contract with ECRA to get dissaggregated data. All schools have implemented data days and data is at the forefront of decision making.	

IA08	The school board and superintendent present a unified vision for school improvement. (8)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	5-year strategic plan is in place that addresses this.	

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI
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:	While specific achievement targets are in place for each school, I am not aware of specifics achievement targets for the district. The superintendent does lead with intensity and has high expectations from all school leaders and their schools. Resources are in place to achieve these school-level goals.	

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10) **RT3 Expectations:** The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. **HQT Expectation:** The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. **Title I Expectations:** Describe how the district funds under Title I to support after school, before school, and summer school programs.	CL,SP,HQT,RT3,DTI

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:		While many characteristics are in place to support schools, staff and instructional improvements, the flex scheduling would need to be negotiated to be able to adopt to specific student needs that come up each year.

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL

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:		Administrative team has access to ECRA, which is the company that makes pool all our data and makes it user friendly. Data is shared, but staff lack the training to fully implement the information it is giving us for school improvement.

IA12	The district intervenes early when a school is not making adequate progress. (12)	SP,SD

Level of Development or Implementation for this Indicator.		Partial Development/Implementation
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	In order to accomplish this, the district with such small school enrollment would have to be able to remove teachers without regard to tenure and seniority. Even with current RIF changes there isn't enough changes to eliminate mediocre teachers. The district has strongly stated its ability to assign staff without regard to tenure or seniority.

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) **Title I Expectations:** Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP,RTI,ELL,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Our RtI plans have been fully put in place within the scope of financial considerations. In order to increase our instructional program, we would need significant additional funding.	

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) **RT3 Expectations:** The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. **HQT Expectation:** The district ensures that only highly qualified teachers are hired. **Title I Expectations:** Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL,SP,HQT,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	All principals are placed according to their strengths and the needs of the buildings.	

IB01	The district operates with district-level and school-level improvement teams. (16) **RT3 Expectations:** The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3
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:	Each building has reps for School Continuous Improvement committee. School Community Involvement have meetings to develop partnership with community. Various other committees.	

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	

Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(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:	This person left no comments.	

IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	We use ECRA & ISBE reports to inform the board quarterly or so o four progress towards goals, etc.	

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Currently the supt. is the central office person who deals directly with each school.	

IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) **RT3 Expectations:** The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3
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:	The individual left no comments.	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP

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:	Data-based decision making is a high priority of NBCUSD #200. We have developed a listing of assessments that will be used and are working with ECRA to obtain data on student learning. The part that still needs to be addressed more intently is educating the staff on how to use the data that is collected.	

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs. (34) **Title I Expectations:** Describe how the district will **coordinate programs under Title I and Title II** to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI

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:	No comments were listed.	

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) **HQT Expectation:** Staff development is used to support getting all teachers highly qualified.	SP,HQT

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:		No comments given.

ID01	A team structure for schools is officially incorporated into district policy. (36)		SS
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:		When plan is needed, meetings are held and plan presented to BOE, who presents to state supt. Plan restructured if need to. Rising Star.	

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. (1154) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)		SP,SD,DTI
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:		Once we have collected data we analyze it as an administrative team, and then we present the data to the staff to analyze/discuss. From the trends we begin to identify areas of strengths/weaknesses and identify our needs in these areas. What we don't do is use this information to make decisions about professional development needs.	

Step 3 - Create Plan
District Vision and Direction

IA09	The superintendent and other central office staff will be accountable for school improvement and student learning outcomes. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI

Level of Development		Partial Development/Implementation						
1	Assigned to		Steve Baule					
2	How it will look when fully implemented in the District:		**Achievement targets will be in place at the district level with achievement monitored by data. Professional development and financial decisions will support district achievement targets. The district will commit to foster a higher achievement level for ELLs.**					
3	Date by which the description above will be a reality:		05/22/2015					
4	Tasks							

	1	Create district achievement targets.						
		Assigned to		Start Date	09/02/2014	End Date	05/22/2015	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

	2	Align professional development topics with achievement targets not being met.						
		Assigned to		Start Date	09/02/2014	End Date	05/22/2015	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	Consider the financial ramifications of decisions made to ensure district goals are being met.						
		Assigned to		Start Date	09/02/2014	End Date	05/22/2015	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

District will analyze staff patterns in the ELL department to ensure student achievement.

Assigned to		Start Date	05/01/2014	End Date	06/30/2014	Timeline	

4

Budget & Funding Sources($)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
40000	0	0	0	0	0	0	40000

	Step 3 - Create Plan District and School Improvement Processes

IB01	The district will operate with district-level and school-level improvement teams. (16) **RT3 Expectations:** The district will establish professional learning communities to support all aspects of the instructional improvement process.	SS,RT3

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, 2013 through December 22, 2015 [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. (36)	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. (1154) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI
Level of Development	Partial Development/Implementation	
1	Assigned to	Melissa Geyman
2	How it will look when fully implemented in the District:	We will use data to make decisions about school improvement and professional development needs. Evidence that provides information that this objective has been met includes: The district's professional development plan along with the evidence of complete for workshop, conference and **seminar form will be used as evidence of the completion of this objective. The district will use data from the district,** school and student level to plan professional development activities that focus on area of potential growth for the **district. This will include but is not limited to standardized testing, attendance rates, graduation rates, teacher** evaluation ratings and special education indicators.
3	Date by which the description above will be a reality:	05/29/2015
4	Tasks	
	Work with professional development team to include data when making professional development decisions for the 2014-2015 school year.	

1	Assigned to		Start Date	04/22/2014	End Date	08/14/2014	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	We will continually review the professional development plan as data becomes available.							
	Assigned to		Start Date	04/22/2014	End Date	05/29/2015	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	End of year exit survey with all staff.							
	Assigned to		Start Date	04/13/2015	End Date	04/27/2015	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

Step 3 - Create Plan
District Allocation of Resources for School Improvement

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) **RT3 Expectations:** The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC,SP,RT3

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, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]	
5	Tasks	
	There are no tasks created for this Objective	

IA10	The district will regularly allocate/reallocate resources to support school, staff, and instructional improvement. (10) **RT3 Expectations:** The district will provide sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. **HQT Expectation:** The district will allocate/reallocate funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. **Title I Expectations:** Describe how the district funds under Title I to support after school, before school, and summer school programs.	CL,SP,HQT,RT3,DTI
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, 2013 through December 22, 2015 [District Scope of Work Activities]	
5	Tasks	
	There are no tasks created for this Objective	

IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL
Level of Development	Partial Development/Implementation	
1	Assigned to	Melissa Geyman

2	How it will look when fully implemented in the District:	Data within the district will focus primarily on issues of student learning. The district will provide key pieces of user-friendly data in a timely manner to staff and the administrative team. During 2014-2015 school year the staff will have the opportunity to take professional development courses to further their understanding of the data and how they can implement it in their classroom to meet the needs of the students.
3	Date by which the description above will be a reality:	08/15/2014

4		Tasks						

1 — Create a professional development opportunity by the start of the school year to address training to use data as well as give time to analyze and discuss.

Assigned to		Start Date	05/01/2014	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	1000	0	600	0	0	1600

2 — How will we get the data to the teachers in a user friendly and timely manner.

Assigned to		Start Date	08/18/2014	End Date	05/22/2015	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 — Follow-up on the implementation to make sure everything was completed as necessary.

Assigned to		Start Date	06/10/2014	End Date	06/10/2014	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

IB02	In collaboration with its schools, the district will examine improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	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	

IC06	The district will provide the technology, training, and support to facilitate the school's data management needs. (1149)	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	

<table>
<tr><td rowspan="2">D7</td><td>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)
RT3 Expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.
Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).</td><td>SC,SP,RT3,DTI</td></tr>
</table>

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, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]	
5	Tasks	
	There are no tasks created for this Objective	

IA12	The district will intervene early when a school is not making adequate progress. (12)		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		

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) **RT3 Expectations:** The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3
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, 2013 through June 30, 2014 [District Scope of Work Activities]
	Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]
5	Tasks
	There are no tasks created for this Objective

IC07	Professional development will be built into the school schedule by the district, but the school will be allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34) **Title I Expectations:** Describe how the district will **coordinate programs under Title I and Title II** to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI
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	

IC08	Staff development will be built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) **HQT Expectation:** Staff development will be used to support getting all teachers highly qualified.	SP,HQT
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	

Step 3 - Create Indicators
Teacher and Leader Effectiveness and Supports

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

	Step 3 - Create Plan - Budget Summary							

	Continuous Improvement Plan Budget Summary							

Key Code	Indicator	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	40,000	0	0	0	0	0	0	40,000
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	0	0	1,000	0	600	0	0	1,600
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. (1154) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)	0	0	0	0	0	0	0	0
	Total	40,000	0	1,000	0	600	0	0	41,600

Step 4 - Monitor Plan allows the team to monitor the progress of objective tasks. After the tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not fully implemented, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

Objectives shown in Blue have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the objective to full implementation.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IA09	The superintendent and other central office staff will be accountable for school improvement and student learning outcomes. (9) **Title I Expectations:** Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI	Steve Baule	4	0	0%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation				
Index:	6	**Priority Score:**	3	**Opportunity Score:**	2

Current level of development or implementation: While specific achievement targets are in place for each school, I am not aware of specifics achievement targets for the district. The superintendent does lead with intensity and has high expectations from all school leaders and their schools. Resources are in place to achieve these school-level goals.

Step 3 - Plan Information

Assigned To	Steve Baule	Objective Target Date:	05/22/2015

How it will look when fully met: Achievement targets will be in place at the district level with achievement monitored by data.   Professional development and financial decisions will support district achievement targets. The district will commit to foster a higher achievement level for ELLs.

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date	
Create district achievement targets.	Steve Baule	05/22/2015		
Comments:				
Align professional development topics with achievement targets not being met.	Melissa Geyman	05/22/2015		
Comments:				
Consider the financial ramifications of decisions made to ensure district goals are being met.	Steve Baule	05/22/2015		
Comments:				
District will analyze staff patterns in the ELL department to ensure student achievement.	Steve Baule	06/30/2014		
Comments:				

Status of Objective
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.
1. Please describe your experience in pursuing this Objective.
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.
3. Please provide evidence that this Objective has been fully and effectively implemented.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IA11	The district will ensure that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS,ELL	Melissa Geyman	3	0	0%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation				
Index:	9	**Priority Score:**	3	**Opportunity Score:**	3

Current level of development or implementation: Administrative team has access to ECRA, which is the company that makes pool all our data and makes it user friendly. Data is shared, but staff lack the training to fully implement the information it is giving us for school improvement.

Step 3 - Plan Information

Assigned To	Melissa Geyman	**Objective Target Date:**	08/15/2014

How it will look when fully met: Data within the district will focus primarily on issues of student learning. The district will provide key pieces of user-friendly data in a timely manner to staff and **the administrative team.** During 2014-2015 school year the staff will have the opportunity to take professional development courses to further their understanding of the data and how they can implement it in their classroom to meet the needs of the students.

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Create a professional development opportunity by the start of the school year to address training to use data as well as give time to analyze and discuss.	Melissa Geyman	08/15/2014	
Comments:			
How will we get the data to the teachers in a user friendly and timely manner.	Matt Klett	05/22/2015	
Comments:			
Follow-up on the implementation to make sure everything was completed as necessary.	Steve Baule	06/10/2014	
Comments:			
Status of Objective			

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.
1. Please describe your experience in pursuing this Objective.
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.
3. Please provide evidence that this Objective has been fully and effectively implemented.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
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. (1154) **Title I Expectations:** Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in **targeted assistance schools** will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI	Melissa Geyman	3	0	0%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation				
Index:	3	**Priority Score:**	3	**Opportunity Score:**	1

Current level of development or implementation: Once we have collected data we analyze it as an administrative team, and then we present the data to the staff to analyze/discuss. From the trends we begin to identify areas of strengths/weaknesses and identify our needs in these areas. What we don't do is use this information to make decisions about professional development needs.

Step 3 - Plan Information

Assigned To	Melissa Geyman	**Objective Target Date:**	05/29/2015

How it will look when fully met: We will use data to make decisions about school improvement and professional development needs.

Evidence that provides information that this objective has been met includes:
The district's professional development plan along with the evidence of complete for workshop, conference and seminar form will be used as evidence of the completion of this objective. The district will use data from the district, school and student level to plan professional development activities that focus on area of potential growth for the district. This will include but is not limited to standardized testing, attendance rates, graduation rates, teacher evaluation ratings and special education indicators.

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Work with professional development team to include data when making professional development decisions for the 2014-2015 school year.	Melissa Geyman	08/14/2014	
Comments:			
We will continually review the professional development plan as data becomes available.	Melissa Geyman	05/29/2015	

Comments:			
End of year exit survey with all staff.	Melissa Geyman	04/27/2015	
Comments:			

Status of Objective
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.
1. Please describe your experience in pursuing this Objective.
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.
3. Please provide evidence that this Objective has been fully and effectively implemented.