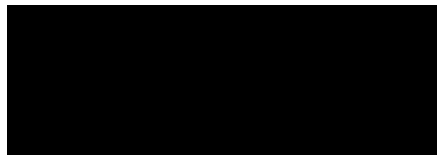


Marietta Middle School Building Plan with Implementation Details



BUILDING PLAN

IRN 022798

SMART GOALS

Goal 1: Student Performance Content Area: **Reading**

GOAL 1: The district will implement research based strategies to ensure that the achievement rates on state reading measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 3.85% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1.A: The District will use formative assessments to monitor student progress and to make instructional decisions.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	September 2011	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results	June 2014	Actual Results
100% of teachers will consistently implement formative assessments in an ongoing cycle of continuous improvement.	Establish baseline September, 2011	25% of All Teachers		50% of All Teachers		75% of All Teachers		100% of All Teachers		100% of All Teachers	
STUDENT PERFORMANCE INDICATOR	September 2011	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results	June 2014	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12 Reading. Establish baseline September, 2011	K-12 10% increase from Sept, 2011		K-12 10% increase from Jan, 2012		K-12 10% increase from June, 2012		K-12 10% increase from Jan, 2013		K-12 100% or 10% increase from June, 2013	

* Revised 4.09.2010

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Groups	Implementation Timeline												Resources Needed: Budget/Material/ Technology		
			August	September	October	November	December	January	February	March	April	May	June	July			
1.A.1. Provide professional development on formative assessments.	Agendas Sign-in sheets	Curriculum Director, Principals, Formative Assessment teams, PLC teams							2	2	2	2					PD money, time, facilitator costs, trainers, adequate facilities
MS 1.A.1. Attend professional development on formative assessments.	Agendas Sign-in sheets	Principals, teachers PLC teams, formative assessment teams Book clubs							2	2	2	2					PD money, time, facilitator costs, trainers, adequate facilities
1.A.2. Identify & write essential learning targets in student friendly language with visual evidence.	Walk-throughs Assessment maps	Academic and/or grade level teams	2	2	2	2	0	0	0	0	0	0	0	0			Time, Money
MS 1.A.2. Identify & write essential learning targets in student friendly language with visual evidence. <i>(I can . . . statements)</i>	Walk-throughs Assessment maps	Academic and/or grade level teams	2	2	2	2	0	0	0	0	0	0	0	0			Time, Money
1.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2	2	2	2	2										Time, Money, PD
MS 1.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2	2	2	2	2										Guidance in developing scaffolding kit, Time, Money, PD

1.A.4. Identify Power Indicators.	Meeting Agendas Identified Power Indicators	Academic and/or grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	Time, Money		
MS 1.A.4. Identify Power Indicators.	Meeting Agendas Identified Power Indicators	Academic and/or grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	Time, Money		
1.A.5. Develop short cycle assessments based on power indicators.	Agendas, completed assessments, scoring record	Academic and/or grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g						Time, Money		
MS 1.A.5. Develop short cycle assessments based on power indicators.	Agendas, completed assessments, scoring record	Academic and/or grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g						Time, Money		
1.A.6. Implement short cycle assessments.	Agendas, completed assessments, scoring record	Teachers	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g						Time, Money		
MS 1.A.6. Implement short cycle assessments.	Meeting Agendas, completed assessments, scoring record	Teachers	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g						Time, Money		
1.A.7. Consistently monitor use of short cycle and formative assessments.	Completed scheduled tasks, walk-throughs identified in lesson plans	Principals, PLC teams, Academic and/or grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g g o i n g g	O n g o i n g g o i n g g	AYP targets by grade levels and subgroups Monitoring tools,
MS 1.A.7. Consistently monitor use of short cycle and formative assessments.	Completed scheduled tasks, walk-throughs identified in lesson plans	Principals, PLC teams, Academic and/or grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g g o i n g g	O n g o i n g g o i n g g	AYP targets by grade levels and subgroups Monitoring tools,

1.A.8. Provide professional development on data analysis of various student data sources.	Agendas, sign-in sheets	Curriculum Director														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, Money, PD Facilitator
MS 1.A.8. Attend professional development on data analysis of various student data sources.	Agendas, sign-in sheets	Principal, teachers, MH aides, support staff as appropriate														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, Money, PD Facilitator
1.A.9. Analyze disaggregated data of SCA results by building, grade level and sub group to target intervention and enrichment.	Minutes from PLC, grade level or academic team meetings	Teacher-based Teams/PLCs BLTs DLT														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time
MS 1.A.9. Analyze disaggregated data of SCA results by building, grade level and sub group to target intervention and enrichment.	Minutes from PLC, grade level or academic team meetings	Teacher-based Teams/PLCs BLTs DLT														2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, technology
1.A.10. Provide professional development on walk-throughs for administrators/peers.	Agenda Sign-in sheets	Curriculum Director BLTs																	2 0 1 0	2 0 1 0	Presenters Video programs
MS 1.A.10. Attend professional development on walk-throughs for administrators/peers.	Agenda Sign-in sheets	Principal, teachers BLTs																	2 0 1 0	2 0 1 0	Presenters Video programs
1.A.11. Develop a walk through tool to monitor identified practices.	Walk-through tool	Administrative Team/Peer Team																	2 0 1 0	2 0 1 0	Actual tool
MS 1.A.11. Contribute to the Development of a walk through tool to monitor identified practices.	Walk-through tool	Administrative Team/Peer Team																	2 0 1 0	2 0 1 0	Actual tool

SMART GOALS

Goal 1: Student Performance Content Area: **Reading**

GOAL 1: The district will implement research based strategies to ensure that the achievement rates on state reading measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 3.85% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1.B: Teachers will conduct an overview of and consistently implement Marzano’s instructional strategies to refine current practices.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	September 2012	Jan 2013	Actual Results	June 2013	Actual Results	Jan 2014	Actual Results	June 2014	Actual Results
100% of teachers will consistently implement Marzano identified instructional strategies	Establish Baseline September, 2012	50% of teachers will implement 2 identified strategies		100% of teachers will implement 2 identified strategies		50% of teachers will implement 3 identified strategies		100% of teachers will implement 3 identified strategies	
STUDENT PERFORMANCE INDICATOR	September 2012	Jan 2013	Actual Results	June 2013	Actual Results	Jan 2014	Actual Results	June 2014	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12. Establish baseline September, 2012	K-12 10% increase from Sept, 2012		K-12 10% increase from Jan, 2013		K-12 10% increase from Jun, 2013		K-12 100% or 10% increase from Jan, 2014	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Groups	Implementation Timeline												Resources Needed: Budget/Material/ Technology
			August	September	October	November	December	January	February	March	April	May	June	July	
1.B.1. Offer a book study on Marzano’s Strategies.	Sign-in sheets Study Notes	Curriculum Director Principals		2 0 1 1	2 0 1 1	2 0 1 1	O n g o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	Books – Marzano	
MS 1.B.1. Participate in a book study on Marzano’s Strategies.	Sign-in sheets Study Notes	Curriculum Director Principals		2 0 1 1	2 0 1 1	2 0 1 1	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	O n g o o o o o o o o o o o o	Books – Marzano	
1.B.2. Provide an overview of Marzano’s nine strategies and select the order of strategy implementation.	Agendas Sign-in sheets	Curriculum Director	2 0 1 2	2 0 1 2											Marzano CD’s of presentation Computer training
MS 1.B.2. Participate in an overview of Marzano’s nine strategies and implement the order of strategy implementation developed by the district	Agendas Sign-in sheets	Teachers, Principals	2 0 1 2	2 0 1 2											Marzano CD’s of presentation Computer training
1.B.3. Provide professional development in the first two identified Marzano strategies.	Agenda Sign-in sheets	Curriculum Director BLTs	2 0 1 2	2 0 1 2											Presenter
MS 1.B.3. Attend professional development in the first two identified Marzano strategies.	Agenda Sign-in sheets	Principals, teachers	2 0 1 2	2 0 1 2											Time, Money, Materials
1.B.4. Add Marzano Strategies to the Walkthrough tool.	Walk-through tool	Administrative Team/Peer Team							2 0 1 3						Actual tool

SMART GOALS

Goal 1: Student Performance Content Area: **Reading**

GOAL 1: The district will implement research based strategies to ensure that the achievement rates on state reading measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 3.85% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1.C: Create and sustain a Professional Learning Community to ensure implementation of highly effective formative assessment and instructional practices.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	May, 2010	Jan 2011	Actual Results	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	June 2013	Actual Results
100% of district employees will become knowledgeable of PLC practices and attend PLC meetings regularly, when scheduled, or otherwise indicated.	Establish baseline May, 2010	25% of All Employees		50% of All Employees		75% of All Employees		100% of All Employees		100% of All Employees	
STUDENT PERFORMANCE INDICATOR	September, 2011	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results	June 2014	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12 Reading. Establish baseline Sept, 2011.	K-12 10% increase from Sept, 2010		K-12 10% increase from Jan, 2011		K-12 10% increase from Jun, 2011		K-12 10% increase from Jan, 2012		K-12 100% or 10% increase from Jun, 2012	

<p>1.C.4. Provide regularly occurring collaboration, embedded within the school day, which focuses on instruction, best practices, data and responds to the four core questions of a PLC.</p>	<p>Meeting agendas Meeting minutes Schedule</p>	<p>Admin/Staff scheduling at school day BPLC</p>	<p>2 0 1 0</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p>	<p>Time, model schedules</p>
<p>MS 1.C.4. Participate in regularly occurring collaboration, embedded within the school day, which focuses on instruction, best practices, data and responds to the four core questions of a PLC.</p>	<p>Meeting agendas Meeting minutes Schedule</p>	<p>Admin/Staff</p>	<p>2 0 1 0</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p>	<p>Time, model schedules</p>
<p>1.C.5. Develop collective commitments to district vision from relevant stakeholders</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>DPLC BPLC Admin/Peers</p>	<p>2 0 1 0</p>	<p>Time, exemplars of commitments</p>
<p>MS1.C.5. Develop collective commitments to grade and building level vision from relevant stakeholders</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>BPLC Admin/Staff</p>	<p>2 0 1 0</p>	<p>Time, exemplars of commitments</p>
<p>1.C.6. Provide clear, consistent, and timely communication throughout the district and community.</p>	<p>District website Newsletters</p>	<p>IT depth</p>	<p>2 0 1 0</p>	<p>District Website</p>
<p>MS 1.C.6. Provide clear, consistent, and timely communication throughout the building and community.</p>	<p>District website Newsletters, Marque</p>	<p>IT depth</p>	<p>2 0 1 0</p>	<p>District Website, progress book, email, technology</p>

SMART GOALS

Goal 2: Student Performance Content Area: **Mathematics**

GOAL 2: The district will implement research based strategies to ensure that the achievement rates on state mathematics measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 5.95% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2.A: The District will use formative assessments to monitor student progress and to make instructional decisions.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	September 2010	Jan 2011	Actual Results	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	June 2013	Actual Results
100% of teachers will consistently implement formative assessments in an ongoing cycle of continuous improvement.	Establish baseline September, 2010	25% of All Teachers		50% of All Teachers		75% of All Teachers		100% of All Teachers		100% of All Teachers	
STUDENT PERFORMANCE INDICATOR	January 2011	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12 Mathematics. Establish baseline Jan, 2011	K-12 10% increase from Jan, 2011		K-12 10% increase from June, 2011		K-12 10% increase from Jan, 2012		K-12 10% increase from June, 2012		K-12 100% or 10% increase from Jan 2013	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Groups	Implementation Timeline												Resources Needed: Budget/Material/ Technology		
			August	September	October	November	December	January	February	March	April	May	June	July			
2.A.1. Provide professional development on formative assessments.	Agendas Sign-in sheets	Curriculum Director, Principals, Formative Assessment teams, PLC teams						200	2010	2010	2010						PD money, time, facilitator costs, trainers, adequate facilities
MS 2.A.1. Attend professional development on formative assessments.	Agendas Sign-in sheets	Principals, teachers, PLC teams, Formative assessment teams, book clubs						2010	2010	2010	2010						PD money, time, facilitator costs, trainers, adequate facilities
2.A.2. Identify & write essential learning targets in student friendly language with visual evidence.	Walk-throughs Assessment maps	Academic and/or grade level teams	2010	2010	2010	2010	2010	ongoing	ongoing	ongoing	ongoing						Time, Money
MS 2.A.2. Identify & write essential learning targets in student friendly language with visual evidence. <i>(I can statements)</i>	Walk-throughs Assessment maps	Academic and/or grade level teams	2010	2010	2010	2010	2010										Time, Money
2.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2010	2010	2010	2010	2010										Time, Money, PD
MS 2.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2010	2010	2010	2010	2010										Time, Money, PD

2.A.4. Identify Power Indicators.	Meeting Agendas Identified Power Indicators	Academic and/or grade level teams	2 0 0	2 0 0	2 0 0	2 0 0	2 0 0											Time, Money
MS 2.A.4. Identify Power Indicators.	Meeting Agendas Identified Power Indicators	Academic and/or grade level teams	2 0 1 0	2 0 1 0	2 0 1 0	2 0 1 0	2 0 1 0											Time, Money
2.A.5. Develop short cycle assessments based on power indicators.	Agendas, completed assessments, scoring record	Academic and/or grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1											Time, Money
MS 2.A.5. Develop short cycle assessments based on power indicators.	Agendas, completed assessments, scoring record	Academic and/or grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1											Time, Money
2.A.6. Implement short cycle assessments.	Agendas, completed assessments, scoring record	Teachers						2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	Time, Money
MS 2.A.6. Implement short cycle assessments.	Agendas, completed assessments, scoring record	Teachers						2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	Time, Money
2.A.7. Consistently monitor use of short cycle and formative assessments.	Completed scheduled tasks, walk-throughs identified in lesson plans	Principals, PLC teams, Academic and/or grade level teams								2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	AYP targets by grade levels and subgroups Monitoring tools,	
MS 2.A.7. Consistently monitor use of short cycle and formative assessments.	Completed scheduled tasks, walk-throughs identified in lesson plans	Principals, PLC teams, Academic and/or grade level teams								2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	AYP targets by grade levels and subgroups Monitoring tools,	

2.A.8. Provide professional development on data analysis of various student data sources.	Agendas, sign-in sheets	Curriculum Director															2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, Money, PD Facilitator
MS 2.A.8. Provide professional development on data analysis of various student data sources.	Agendas, sign-in sheets	Principals , teachers, MH aides, support staff as appropriate															2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, Money, PD Facilitator
2.A.9. Analyze disaggregated data of SCA results by building, grade level and sub group to target intervention and enrichment.	Minutes from PLC, grade level or academic team meetings	Teacher-based Teams/PLCs BLTs DLT															2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time
MS 2.A.9. Analyze disaggregated data of SCA results by building, grade level and sub group to target intervention and enrichment.	Minutes from PLC, grade level or academic team meetings	Teacher-based Teams/PLCs BLTs DLT															2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	Time, technology
2.A.10. Provide professional development on walk-throughs for administrators/peers.	Agenda Sign-in sheets	Curriculum Director BLTs																		2 0 1 0	2 0 1 0	Presenters Video programs
MS 2.A.10. Provide professional development on walk-throughs for administrators/peers.	Agenda Sign-in sheets	Principal, teachers BLTs																		2 0 1 0	2 0 1 0	Presenters Video programs
2.A.11. Develop a walk-through tool to monitor identified practices.	Walk-through tool	Administrative Team/Peer Team																		2 0 1 0	2 0 1 0	Actual tool
MS 2.A.11. Develop a walk-through tool to monitor identified practices.	Walk-through tool	Administrative Team/Peer Team																		2 0 1 0	2 0 1 0	Actual tool

SMART GOALS

Goal 2: Student Performance Content Area: **Mathematics**

GOAL 2: The district will implement research based strategies to ensure that the achievement rates on state mathematics measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 5.95% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2.B: Teachers will conduct an overview of and consistently implement Marzano’s instructional strategies to refine current practices.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	September 2012	Jan 2013	Actual Results	June 2013	Actual Results	Jan 2014	Actual Results	June 2014	Actual Results
100% of teachers will consistently implement Marzano identified instructional strategies	Establish Baseline September, 2012	50% of teachers will implement 2 identified strategies		100% of teachers will implement 2 identified strategies		50% of teachers will implement 3 identified strategies		100% of teachers will implement 3 identified strategies	
STUDENT PERFORMANCE INDICATOR	September 2012	Jan 2013	Actual Results	June 2013	Actual Results	Jan 2014	Actual Results	June 2014	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12. Establish baseline Sept, 2012	K-12 10% increase from Sept, 2012		K-12 10% increase from Jan, 2013		K-12 10% increase from Jun, 2013		K-12 100% or 10% increase from Jan, 2014	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Groups	Implementation Timeline												Resources Needed: Budget/Material/ Technology
			August	September	October	November	December	January	February	March	April	May	June	July	
2.B.1. Offer a book study on Marzano’s Strategies.	Sign-in sheets Study Notes	Curriculum Director Principals		2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	Books – Marzano	
MS 2.B.1. Offer a book study on Marzano’s Strategies.	Sign-in sheets Study Notes	Curriculum Director Principals		2 0 1 1	2 0 1 1	2 0 1 1	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	O n g o i n g	Books – Marzano	
2.B.2. Provide an overview of Marzano’s nine strategies and select the order of strategy implementation.	Agendas Sign-in sheets	Curriculum Director	2 0 1 2	2 0 1 2										Marzano CD’s of presentation Computer training	
M 2.B.2. Provide an overview of Marzano’s nine strategies and select the order of strategy implementation.	Agendas Sign-in sheets	Teachers, principals	2 0 1 2	2 0 1 2										Marzano CD’s of presentation Computer training	
2.B.3. Provide professional development in the first two identified Marzano strategies.	Agenda Sign-in sheets	Curriculum Director BLTs	2 0 1 2	2 0 1 2										Presenter	
MS 2.B.3. Provide professional development in the first two identified Marzano strategies.	Agenda Sign-in sheets	Principals, teachers	2 0 1 2	2 0 1 2										Presenter	
2.B.4. Add Marzano Strategies to the Walk-through tool.	Walk-through tool	Administrative Team/Peer Team							2 0 1 3					Actual tool	

SMART GOALS

Goal 2: Student Performance Content Area: **Mathematics**

GOAL 2: The district will implement research based strategies to ensure that the achievement rates on state mathematics measures for all grade levels and subgroups (SWD and ED) will meet AYP goals(growth rate = 5.95% per year) through 2014.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2.C: Create and sustain a Professional Learning Community to ensure implementation of highly effective formative assessment and instructional practices.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	May 2010	Jan 2011	Actual Results	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	June 2013	Actual Results
100% of district employees will become knowledgeable of PLC practices and attend PLC meetings regularly, when scheduled, or otherwise indicated.	Establish baseline May, 2010	25% of All Employees		50% of All Employees		75% of All Employees		100% of All Employees		100% of All Employees	
STUDENT PERFORMANCE INDICATOR	January 2011	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12. Establish baseline Jan, 2011	K-12 10% increase from Jan, 2011		K-12 10% increase from June, 2011		K-12 10% increase from Jan. 2012		K-12 10% increase from June, 2012		K-12 100% or 10% increase from Jan, 2013	

<p>2.C.4. Provide regularly occurring collaboration, embedded within the school day, which focuses on instruction, best practices, data, and responds to the four core questions of a PLC.</p>	<p>Meeting agendas Meeting minutes Schedule</p>	<p>Admin/Staff scheduling at school day BPLC</p>	<p>2 0 1 0</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p>	<p>Time, model schedules</p>
<p>MS 2.C.4. Provide regularly occurring collaboration, embedded within the school day, which focuses on instruction, best practices, data, and responds to the four core questions of a PLC.</p>	<p>Meeting agendas Meeting minutes Schedule</p>	<p>Admin/Staff scheduling at school day BPLC</p>	<p>2 0 1 0</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p> <p>O n g o i n g</p>	<p>Time, model schedules</p>
<p>2.C.5. Develop collective commitments to district vision from relevant stakeholders</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>DPLC BPLC Admin/Peers</p>	<p>2 0 1 0</p>	<p>Time, exemplars of commitments</p>
<p>MS2.C.5. Develop collective commitments to district vision from relevant stakeholders</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>BPLC Administration/staff</p>	<p>2 0 1 0</p>	<p>Time, exemplars of commitments</p>
<p>2.C.6. Provide clear, consistent, and timely communication throughout the district and community.</p>	<p>District website Newsletters</p>	<p>IT dept</p>	<p>2 0 1 0</p>	<p>District Website</p>
<p>MS 2.C.6. Provide clear, consistent, and timely communication throughout the district and community.</p>	<p>District website Newsletters</p>	<p>IT dept</p>	<p>2 0 1 0</p>	<p>District Website, technology Progress book</p>

SMART GOALS

Goal 3: Expectations and Conditions: **School Climate**

GOAL 3: By 2014, Marietta City Schools will provide a safe, inviting, and high achieving environment that promotes personal and academic excellence as evidenced by a 70% approval rating from stakeholders, and a 5% decrease in discipline referrals.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3.A: Create a positive school climate that promotes student, staff, family and community involvement.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	September 2011	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results	June 2014	Actual Results
100% of staff will contribute to an environment that is safe, inviting, motivating, engaging, and promotes high expectations using positive School climate practices.	Baseline determined September, 2011.	60% of staff will use positive school climate practices		70% of staff will use positive school climate practices		80% of staff will use positive school climate practices		100% of staff will use positive school climate practices		100% of staff will use positive school climate practices	
STUDENT PERFORMANCE INDICATOR	September 2011	Feb 2012	Actual Results	Sept 2012	Actual Results	Feb 2013	Actual Results	Sept 2013	Actual Results	Feb 2014	Actual Results
100% of all students will show a decrease in the number of students leaving the district under the open enrollment policy.	Baseline determined September, 2011.	5% reduction in open enrollment transfers.		10% reduction in open enrollment transfers.		5% reduction in open enrollment transfers.		10% reduction in open enrollment transfers.		5% reduction in open enrollment transfers.	
100% of all students, with an emphasis on the SWD and Economically Disadvantaged subgroups, will show a reduction in discipline referrals.	Baseline determined September, 2011.	10% reduction in referrals from the baseline.		10% reduction in referrals from previous measure.		10% reduction in referrals from previous measure.		10% reduction in referrals from previous measure.		10% reduction in referrals from previous measure.	

SMART GOALS

Goal 3: Expectations and Conditions: **School Climate**

GOAL 3: By 2014, Marietta City Schools will provide a safe, inviting, and high achieving environment that promotes personal and academic excellence as evidenced by a 70% approval rating from stakeholders, and a 5% decrease in discipline referrals.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3.B: Create and sustain a Professional Learning Community that promotes a social environment that is emotionally and physically safe, respectful, personable, orderly, inviting, and child-centered.

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure		Progress Measure	
ADULT IMPLEMENTATION INDICATOR	May 2010	Jan 2011	Actual Results	June 2011	Actual Results	Jan 2012	Actual Results	June 2012	Actual Results	June 2013	Actual Results
100% of district employees will become knowledgeable of PLC practices and attend PLC meetings regularly, when scheduled, or otherwise indicated.	Establish baseline May, 2010	25% of All Employees		50% of All Employees		75% of All Employees		100% of All Employees		100% of All Employees	
STUDENT PERFORMANCE INDICATOR	January 2011	June 2011	Actual Results	Jan 2012	Actual Results	June 2013	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results
100% of students, with emphasis on the SWD and ED subgroups, will meet indicator targets or show improvements on Short Cycle Assessments that are aligned with the Ohio Content Standards.	No baseline for K-12 Mathematics. Establish baseline January, 2011	K-12 10% increase from Jan, 2011		K-12 10% increase from June, 2011		K-12 10% increase from Jan, 2012		K-12 10% increase from June, 2012		K-12 100% or 10% increase from Jan, 2013	
	September 2011	Jan 2012	Actual Results	June 2012	Actual Results	Jan 2013	Actual Results	June 2013	Actual Results	June 2014	Actual Results
	No baseline for K-12 Reading. Establish baseline September, 2011	K-12 10% increase from Sept, 2011		K-12 10% increase from Jan, 2012		K-12 10% increase from June 2012		K-12 10% increase from Jan, 2013		K-12 100% or 10% increase from June, 2013	

"ELEMENTARY" SCHOOL EVALUATION PROCESS

Purpose(s): The overall purpose of the school plan evaluation is to determine if implementation of the actions and associated resources result in increased student achievement as specified in the district goals (i.e., improved performance on the OAT/OGT and local assessments by 8%) and indicators.

Audiences: The BLT will share the evaluation results with the Superintendent in detail and a summary with parents, partner organizations, and all building employees.

Questions: The evaluation of the school plan will provide answers to the following:

1. How do planned results compare to actual outcomes in student performance?
2. What is the impact of professional development on teacher practice and student achievement?
3. Has our school plan been implemented with integrity, on-time and within budget?
4. What lessons has the school learned as a result of implementing this plan (and how will they be applied to the next plan)?
5. What should the building do to institutionalize successes and eliminate unsuccessful practices?

METHOD/PROCEDURE	INSTUMENTATION	SAMPLE	RESPONSIBILITY	TIMELINE