



Phillips Elementary Building Plan with Implementation Details

BUILDING PLAN

IRN 029819

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
PH 1.A.1. Participate in professional development on formative assessments.	Agendas Sign-in sheets	Curriculum Director, Principals, BLT, Formative Assessment teams, PLC teams						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
PH 1.A.2. Identify and post essential learning targets in student friendly language.	Walk-throughs	Principal, BLT, PLC teams	2	2	2	2	0	0	0	0	0	0	0	0			Time, materials
1.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2	2	2	2	0	0	0	0	0	0	0	0			Time, Money, PD
PH 1.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	PLC & grade level teams	2	2	2	2	0	0	0	0	0	0	0	0			Time, materials, 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		
PH 1.A.4. Participate in the identification of power indicators.	Meeting Agendas/Sign-in sheets Identified Power Indicators	PLC & grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	Time, materials, PD		
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 g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g				Time, Money			
PH 1.A.5. Participate in the development of short cycle assessments based on power indicators.	Meeting Agendas/Sign-in sheets Completed assessments, scoring record	PLC & grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g				Time, materials, PD			
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 g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g				Time, Money			
PH 1.A.6. Administer short cycle assessments.	Completed assessments, scoring record	PLC & grade level teams Teachers	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g	O n g g i n g				Time, materials			
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 g i n g g o i n g g	O n g g o i n g g	AYP targets by grade levels and subgroups Monitoring tools,
PH 1.A.7. Consistently monitor use of short cycle and formative assessments.	Completed timeline of assessments, walk-throughs, identified in lesson plans	Principal PLC teams Grade level teams														2 0 1 1	2 0 1 1	2 0 1 1	O n g g o i n g g	O n g g o i n g g	AYP targets by grade levels and subgroups (?) Monitoring tools

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 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	
PH 1.B.1. Participate in a book study on Marzano’s strategies.	Sign-in sheets Learning Group minutes	Principal BLT Teachers		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, materials	
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	
PH 1.B.2. Participate in an overview of Marzano’s nine strategies.	Agendas Sign-in sheets	Principal BLT Teachers	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	
PH 1.B.3. Participate in professional development in the first two identified Marzano strategies.	Agendas Sign-in sheets	Principal BLT Teachers	2 0 1 2	2 0 1 2										Time, materials	

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	

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.C.1. Review with all employees and orient new staff on the Professional Learning Community practices.	Sign-In Sheets Agenda	DLT BLT/BPLC		2 0 1 0	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	Time	
PH 1.C.1. Review with all employees and orient new staff on the Professional Learning Community practices.	Sign-In Sheets Agenda	BLT Grade level PLC's		2 0 1 0	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	Time, materials	
1.C.2. Create time for District Leadership Team (DLT) to meet.	Schedule Agenda	Administrative Team Co-chairs DLT	2 0 1 0			2 0 1 0			2 0 1 1				2 0 1 1	Time, money	
PH 1.C.2. Create time for Building Leadership Team (BLT) to meet.	Schedule Agenda	BLT	2 0 1 0	2 0 0	2 0 1 0	2 0 1 0	2 0 1 0	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	Time, funding	
1.C.3. Provide direction, monitoring, and feedback for the building level PLCs/BLTs.	Meeting agendas PLC Timeline PLC Protocols	Principals DLT members at BLT level Form Assessment Team	2 0 1 0	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	O g o i n g	Time, Implementation Plan	

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							2	2	2	2					PD money, time, facilitator costs, trainers, adequate facilities
PH 2.A.1. Participate in professional development on formative assessments.	Agendas Sign-in sheets	Curriculum Director, Principal, Formative Assessment teams, PLC teams							2	2	2	2					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	2	2	2	2	2	2	0	0	0	0	0	0			Time, Money
PH 2.A.2. Identify and post essential learning targets in student friendly language.	Walk-throughs	Principal, BLT, PLC teams	2	2	2	2	2	2	0	0	0	0	0	0			Time, Money
2.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	Academic & grade level teams Teachers	2	2	2	2	2	2	0	0	0	0	0	0			Time, Money, PD
PH 2.A.3. Use scaffolding as a strategy to identify intervention and enrichment.	Scaffolding Kit	PLC & Grade level teams	2	2	2	2	2	2	0	0	0	0	0	0			Time, materials, PD

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
PH 2.A.4. Participate in the identification of power indicators.	Meeting Agendas/Sign in sheets Identified Power Indicators	PLC & grade level teams	2 0 1 0	2 0 1 0	2 0 1 0	2 0 1 0	2 0 1 0											Time, materials, PD
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 0											Time, Money
PH 2.A.5. Participate in the development of short cycle assessments based on power indicators.	Meeting agendas/Sign-in sheets Completed assessments, scoring record	PLC and Grade level teams	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 1	2 0 1 0											Time, materials, PD
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
PH 2.A.6. Administer short cycle assessments.	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	O n g o i n g	AYP targets by grade levels and subgroups Monitoring tools,
PH 2.A.7 Consistently monitor use of short cycle and formative assessments.	Completed timeline of assessments, walk-throughs, identified in lesson plans	Principal PLC Teams 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	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
PH 2.A.8. Participate in professional development on data analysis of various student data sources.	Agendas, Sign-in sheets	Principal														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
PH 2.A.9 Analyze disaggregated data of Short Cycle Assessment (SCA) results by grade level and sub group to target intervention and enrichment.	Minutes from PLC and grade level team meetings	PLC & Grade level teams BLT														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
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
PH 2.A.10 Participate in professional development on walk throughs	Agenda Sign-in sheets	Principal BLT Interested Staff																	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
PH 2.A.11 Implement the walk through tool to monitor identified practices.	Walk through tool	Principal BLT Interested staff																	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.

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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	

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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	

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.C.1. Review with all employees and orient new staff on the Professional Learning Community practices.	Sign-In Sheets Agenda	DLT BLT/BPLC		2 0 1 0	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	Time
PH 2.C.1 Review with all employees and orient new staff on the Professional Learning Community practices.	Sign-In Sheets Agenda	BLT Grade level PLCs		2 0 1 0	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	Time
2.C.2. Create time for District Leadership Team (DLT) to meet.	Schedule Agenda	Administrative Team Co-chairs DLT	2 0 1 0			2 0 1 0			2 0 1 1				2 0 1 1		Time, money
PH 2.C.2 Create time for Building Leadership Team (BLT)to meet.	Schedule Agenda	BLT	2 0 1 0			2 0 1 0			2 0 1 1				2 0 1 1		Time, funding
2.C.3. Provide direction, monitoring, and feedback for the building level PLCs/BLTs.	Meeting agendas PLC Timeline PLC Protocols	Principals DLT members at BLT level Form Assessment Team		2 0 1 0	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	Time, Implementation Plan
PH 2.C.3 Direct, monitor and provide feedback to the grade level PLC teams.	Meeting agendas PLC Timeline PLC Protocols	BLT FA Team		2 0 1 0	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	O n g g o o i n g	Time, Implementation Plan

<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>PH 2.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>PLCs</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>PH 2.C.5 Monitor collective commitments to district vision from relevant stakeholders at Phillips Elementary.</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>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>PH 2.C.6 Provide clear, consistent, and timely communication throughout the building and community.</p>	<p>District website Newsletters</p>	<p>IT dept. PTO Principal Phillips Staff</p>	<p>2 0 1 0</p>	<p>District Website, Funding</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 promote 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.	

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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	

<p>3.B.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>PH 3.B.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>PLCs</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>3.B.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>PH 3.B.5. Monitor collective commitments to district vision from relevant stakeholders at Phillips Elementary.</p>	<p>Collective commitments Meeting agendas Surveys</p>	<p>Staff</p>	<p>2 0 1 0</p>	<p>Time, exemplars of commitments</p>
<p>3.B.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>PH 3.B.6 Provide clear, consistent, and timely communication throughout the building and community.</p>	<p>District website Newsletters</p>	<p>IT dept. PTO Principal Phillips Staff</p>	<p>2 0 1 0</p>	<p>District Website, Funding</p>

"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 out 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