



**Illinois RTTT 3 Plan:  
Participating LEA Overview**

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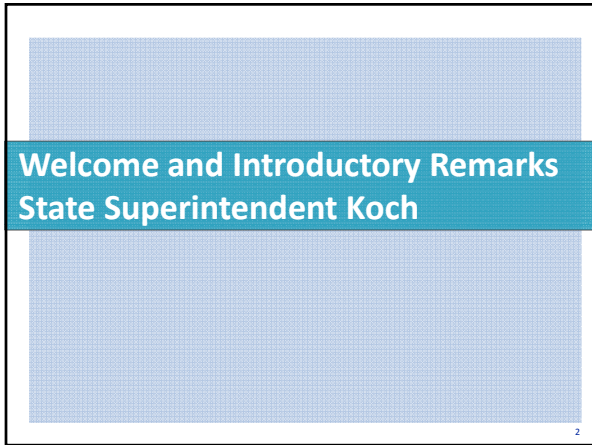
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**Welcome and Introductory Remarks  
State Superintendent Koch**

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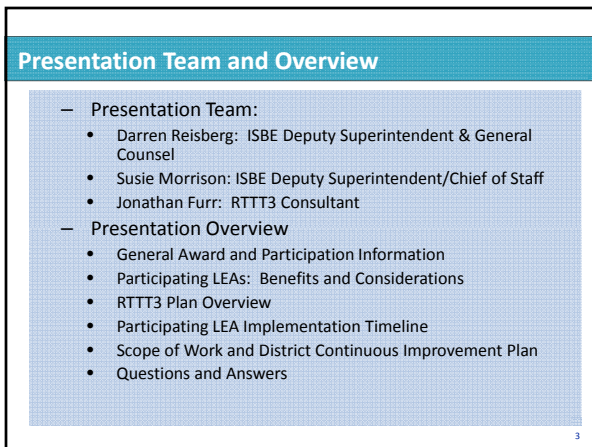
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**Presentation Team and Overview**

- Presentation Team:
  - Darren Reisberg: ISBE Deputy Superintendent & General Counsel
  - Susie Morrison: ISBE Deputy Superintendent/Chief of Staff
  - Jonathan Furr: RTTT3 Consultant
- Presentation Overview
  - General Award and Participation Information
  - Participating LEAs: Benefits and Considerations
  - RTTT3 Plan Overview
  - Participating LEA Implementation Timeline
  - Scope of Work and District Continuous Improvement Plan
  - Questions and Answers

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## General Award and Participation Information

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## The Award

1. ED announced on 12/23/11 that Illinois will receive \$42.8 million as part RTTT3
2. Phase 3 funding only for the states that were high-scoring finalists in the 2010 RTTT competition
3. Total of 7 states receiving funding through RTTT3
4. Requirement that 50% of award be allocated to Participating LEAs
  - \$21.4 million to Participating LEAs
    - Based on each LEA's relative share of funding under Title I, Part A of the ESEA (section 14006(c) subgrants)
    - Total No. of Title I Students in Subject LEA/Total No. of Title I Students from all potential Participating LEAs
    - No discretion in calculation of Participating LEA award
  - \$21.4 for supporting state activities
    - Sub-grants to Participating LEAs from the state portion

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## Grant Timeline

### Four-year grant period (12/23/11 – 12/22/15)

- Grant Year 1: 12/23/11 – 12/31/12
  - Majority of funds not available until April 1, 2012
- Grant Year 2: 1/1/13 – 12/31/13
- Grant Year 3: 1/1/14 – 12/31/14
- Grant Year 4: 1/1/15 – 12/22/15

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**Becoming a Participating LEA: Next Steps & Timeline**

1. Feb. 29, 2012: Deadline for submission of "intent" to serve as Participating LEA
  - Open to all Illinois school districts
  - Must commit to all Participating LEA expectations
  - Local teachers' union leader must agree to authorize early implementation of PERA
  - Submission of letter of "intent" required to serve as a Participating LEA
  - Consider including discussion of RTTT3 participation in Feb. and Mar. local school board meeting agendas
2. Early March, 2012: Tentative award notice (including tentative LEA RTTT3 allocation) to LEAs that expressed intent
3. Mar. 1-31, 2012: LEA development and submission of RTTT3 Scopes of Work
4. Apr. 2, 2012: Deadline for ISBE to submit executed Scopes of Work to ED
5. Month of April, 2012: Scope of Work finalized in consultation with ISBE

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**Participating LEAs:  
Benefits and Considerations**

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**Participating LEAs: Benefits**

1. Serve as a leader in a number of reform areas for districts throughout the State
2. Ability to pilot and provide feedback on new programs and systems before date of required implementation
3. Jumpstart on implementation of programs and systems that will be required of all districts in coming years
4. Opportunity for teachers and principals within your district to receive additional professional development, induction and mentoring supports, and ability to participate in the design of assessment frameworks
5. Influx of additional resources – both monetary and state supports – to develop and implement comprehensive reforms to improve student achievement

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**Participating LEAs: Considerations**

1. RTTT3 is not about fixing local budget woes
2. Real costs for local participation. For example:
  - Data integration
  - Local assessment system development
3. Must be alignment between district and state objectives
4. Part of the statewide “learning curve” for many reforms
5. Reporting and monitoring requirements
  - ISBE is making every effort to integrate RTTT3 with other planning and monitoring systems

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**RTTT3 Plan Overview**

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**Overarching Goals**

1. Participating LEAs comprehensively address the RTTT3 strategy components, leading to dramatic student growth
2. Participating LEAs serve as leaders of the reform agenda for the entire State
3. Build capacities for statewide implementation of key initiatives and systems

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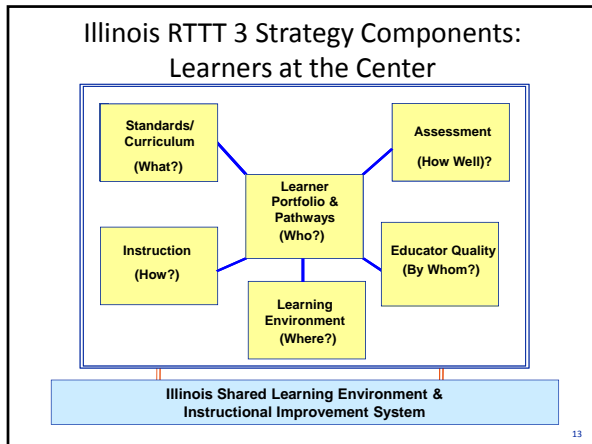
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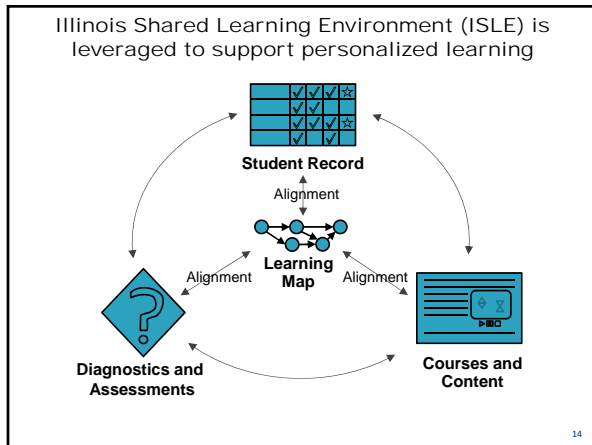
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### At the heart of a comprehensive instructional improvement process (Rising Star or equivalent)

**For the District**

- 38 Indicators of Effective Practice, organized into 3 areas:
  - District context and support
  - District change process
  - District-School expectations

**For the school and classroom**

- 79 indicators of effective practice, organized into 4 categories that align with 8 essential elements

Category	Essential Element
Continuous Improvement	Comprehensive Planning
Learning Environment	Climate and Culture Community and Family Engagement
Educator Quality	Professional Development Leadership
Teaching and Learning	Curriculum Instruction Assessment

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## General Capacity and Commitments

Participating LEA Expectations	General State Supports
<ol style="list-style-type: none"> <li>1. The district must agree to integrate with the ISLE, participating in the post-pilot phase of implementation</li> <li>2. The district must agree to use Rising Star (or approved equivalent) as its comprehensive instructional improvement process</li> <li>3. The district must agree to provide sufficient autonomy in the use of time and re-allocate PD resources necessary for implementation</li> <li>4. The district must participate in all State-led efforts to undertake district networking activities, disseminate implementation models, and evaluate program results</li> <li>5. The district must leverage ISLE and redesigned State Report Card for parental/community engagement</li> <li>6. Agreement to leverage SIG funds for any Tier I or Tier II schools</li> <li>7. The Participating LEA allocation must only be used for direct expenditures relating plan implementation</li> </ol>	<ol style="list-style-type: none"> <li>1. ISLE</li> <li>2. Center for School Improvement (CSI)</li> <li>3. Additional ISBE Capacity</li> <li>4. Illinois Collaborative for Education Policy Research (ICEPR)</li> <li>5. New State Report Card</li> </ol>

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## What does it mean to “integrate” with ISLE?

- ISLE-specific webinar on 2/17
  - Appropriate for district leadership, technology coordinator, and instructional staff
- Expectation is a meaningful use of instructional applications, dashboards and supports available on ISLE, but extent will differ for each district
- ISBE SIS data will be integrated with ISLE, additional local data needed to support instructional applications
- Will need to integrate local identity management system, or use State default
- ISLE will support batch uploads and automated “data ingestion” approaches
- Local data will need to be prepared for ISLE loading
- Professional development for end-users

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## Learner Profile and Pathways

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. As part of integration with ISLE, implement a strategy to link student data across local systems to support the creation of integrated learner profiles</li> <li>2. Establish an individual learning plan program, commencing in 7<sup>th</sup> grade, that aligns to a Programs of Study (POS) model in the predominant feeder schools for high schools implementing STEM Programs of Study</li> <li>3. <i>For LEAs serving grades 9-12:</i> Establish two or more POS promoting critical STEM application areas</li> </ol>	<ol style="list-style-type: none"> <li>1. ISLE provides platform for learner profile, ILP, and Program of Study supports</li> <li>2. STEM Learning Exchanges support POS implementation in critical STEM areas</li> <li>3. College and Career Readiness Programs supports POS alignment to postsecondary education</li> </ol>

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**What are critical STEM application areas?**

1. Agriculture, Food, and Natural Resources
2. Energy
3. Manufacturing
4. Information Technology
5. Architecture and Construction
6. Transportation, Distribution, and Logistics
7. Research and Development
8. Health Sciences
9. Finance

[www.illinoisworknet.com/ilpathways](http://www.illinoisworknet.com/ilpathways)

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**Standards Implementation:  
Instructional Practices**

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. Establish strong instructional leadership at the district- and school-level</li> <li>2. Establish professional learning communities to support implementation of all aspects of the instructional improvement process</li> <li>3. Establish alignment teams to address critical, applicable transition points: PreK to elementary, middle to high school, high school to postsecondary</li> <li>4. Ensure the district's plan for RTI implementation provides for targeted interventions and differentiated supports, aligned to the revised Learning Standards, for students that are not on pace to meet CCR expectations</li> <li>5. Embed learning maps available through ISLE as a central part of instructional practices at all grade levels</li> </ol>	<ol style="list-style-type: none"> <li>1. CSI supports instructional improvement processes</li> <li>2. ISLE hosts learning maps</li> <li>3. State alignment supports:               <ul style="list-style-type: none"> <li>• KIDS</li> <li>• EPAS</li> <li>• College and Career Readiness Program</li> </ul> </li> <li>4. State RTI supports</li> </ol>

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**What is a learning map?**

- Tool to help teachers and students effectively track student progress against the Common Core State Standards
- Graphical representation of student learning data to help teachers and students visualize learning progress and needs
- Connect teachers and students to relevant content available through ISLE

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## Standards Implementation: Curriculum, Grading & Reporting

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. Perform grade-level curriculum analysis using new standards</li> <li>2. Undertake cross grade-level discussions to identify shifts in content</li> <li>3. Integrate writing through-out the curriculum</li> <li>4. Integrate CCSS in Math, ELA and literacy across the curriculum, including the concept of text complexity for ELA and application for Math</li> <li>5. Integrate CCSS Science framework into curriculum</li> <li>6. Implement a standards-based reporting system in Math, ELA and Science</li> </ol>	<ol style="list-style-type: none"> <li>1. CSI oversees standards &amp; curriculum implementation activities, working closely with content specialists at ISBE</li> <li>2. ISLE hosts resources for implementation</li> </ol>

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## High Quality Assessments

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. Develop an assessment system that includes formative and summative assessments in a coherent framework to support standards-aligned instruction and, where appropriate measure student growth</li> <li>2. Integrate CCSS assessment items in subjects other than math and ELA</li> <li>3. Participate in RTTT3 participating district network activity to develop Type II and Type III assessment frameworks and items which can be used on a district-wide basis by all teachers in a given grade or non-tested subject area               <ul style="list-style-type: none"> <li>• 10% of the Participating LEA's allocation must be used for development and implementation of Type II or Type III assessment frameworks and items</li> </ul> </li> <li>4. Agree to serve as a pilot district for PARCC consortium and KIDS assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Center for School Improvement (CSI)</li> <li>2. "Assessments for Learning" strategies:               <ol style="list-style-type: none"> <li>a. Statewide contract for Type I assessments and corresponding tools to help districts use these assessments</li> <li>b. Open-source frameworks and district network activity to develop assessment items for Type II and Type III assessments</li> <li>c. Assessment item bank and other assessment supports hosted on ISLE</li> </ol> </li> </ol>

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## What are Type I, II and III Assessments?

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning

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## Educator Performance Evaluations

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. Must have union agreement (or existing statutory authority) to implement PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following:               <ol style="list-style-type: none"> <li>a. "No stakes" implementation of student growth component in all schools by September 1, 2013</li> <li>b. Full PERA implementation:                   <ul style="list-style-type: none"> <li>▪ By September 1, 2014 for lowest 20% of districts</li> <li>▪ By September 1, 2015 for all other districts</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Performance evaluation training program</li> <li>2. Support for principal and teacher evaluators to participate in training</li> <li>3. PEAC and PEAC Subcommittee support</li> <li>4. PERA Research-based Study</li> </ol>

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## Educator Performance Evaluations Continued

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>2. Establish a formal peer evaluation system that is used for a portion of summative evaluations and can be used as part of evaluations during teacher remediation</li> <li>3. Use positive performance evaluations as part of the basis for selecting peer evaluators and mentors</li> <li>4. Implement State-adopted survey of learning conditions or an approved equivalent, subject to RTTT3 or other State funding</li> <li>5. Fully cooperate in the PERA Research-based Study</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance evaluation training program</li> <li>2. Support for principal and teacher evaluators to participate in training</li> <li>3. PEAC and PEAC Subcommittee support</li> <li>4. PERA Research-based Study</li> </ol>

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## Educator Quality: HPHM Schools and Induction and Mentoring

Participating LEA Expectations	State Supports
<ol style="list-style-type: none"> <li>1. Partner with ISBE and preparation programs in pipeline strategies for High Poverty, High Minority (HPHM) schools</li> <li>2. Establish induction/mentoring for two years in duration for teachers and one year for principals meeting specified standards subject to availability of RTTT3 or other State funding</li> <li>3. Participate in State technical assistance and accountability infrastructure for induction and mentoring programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Incentives for teacher preparation programs to establish Participating LEA partnerships and redesign programs to address CCSS and ISLE</li> <li>2. Funding for induction/mentoring in Participating LEAs and certain state infrastructure</li> </ol>

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**Participating LEA  
Implementation Timeline**

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- March – June 2012:  
Initial Planning and Preliminary Activities**
- Develop final Scopes of Work
  - Commence information gathering and IT systems analysis for ISLE integration
  - Establish professional learning communities and alignment teams for standards implementation
  - Commence designing of local assessment systems to support standards and PERA implementation
  - Identify STEM application areas for Programs of Study
  - Identify PERA joint committee members and hold informal meetings

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- July 2012 – June 2013:  
Continued Planning and Initial Implementation**
- Develop parental and community engagement strategy for RTTT3 Plan
  - Prepare for ISLE integration, ISLE integration commences
  - Analyze curriculum using new standards and implement alignment processes across critical transition points
  - Continue design of local assessment systems to support standards and PERA implementation
  - Complete STEM Program of Study (POS) system design, select Individual Learning Plan model
  - Convene PERA joint committee, develop local evaluation plan, train all evaluators, pilot survey of learning conditions and implement PERA for principal evaluations
  - Commence engagement and planning with teacher prep programs re HPHM School partnerships
  - Commence establishing or expanding induction programs for teachers and principals

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**July 2013 – June 2014:  
Transition to Full Implementation**

- Continue ISLE integration, initial ISLE launch and ISLE professional development
- Integrate writing throughout curriculum, CCSS into grading process for Math, ELA and literacy, and CCSS Science framework into curriculum
- Design standards-based reporting system and embed learning maps in instructional practices
- Continue design of preliminary implementation of assessment system
- Preliminary implementation of POS and College and Career Readiness Program (CCRP) and pilot of Individual Learning Plans
- Implement PERA for teacher evaluations with “no stakes” student growth, the survey of learning conditions and cooperate fully with PERA Research-based Study
- Implement HPHM School partnerships, induction and mentoring programs, and participate in State’s TA and accountability systems for induction and mentoring

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**July 2014 – June 2015:  
Full Implementation**

- Full ISLE implementation
- CCSS implemented throughout curriculum and implementation of the standards-based reporting system
- Full implementation of assessment system
- Full implementation of POS, Individual Learning Plans, and CCRP
- Full PERA implementation for teacher evaluations for bottom 20% and continued “no stakes” implementation for others through June 2015 and full PERA implementation for all commencing July 2015
- Continued implementation of the survey of learning conditions
- Continued implementation of HPHM School partnerships, induction and mentoring programs, and participate in State’s TA and accountability systems for induction and mentoring

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**Scope of Work and District  
Continuous Improvement Plan**

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**Becoming a Participating LEA: Next Steps & Timeline**

1. Feb. 29, 2012: Deadline for submission of "intent" to serve as Participating LEA
  - Open to all Illinois school districts
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2. Early March, 2012: Tentative award notices to LEAs that expressed intent to serve as Participating LEAs
3. Mar. 1-31, 2012: LEA development and submission of RTTT3 Scopes of Work
4. Apr. 2, 2012: Deadline for ISBE to submit executed Scopes of Work to ED
5. Month of April, 2012: Scope of Work finalized in consultation with ISBE

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**Participating LEA Scopes of Work**

1. Detailed work plans that include specific goals, activities, timelines, budgets, key personnel and annual targets for key performance measures
2. Monitored and updated for compliance throughout grant period
3. Integrated into District Continuous Improvement Plan (no separate RTTT3 Plan)

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**Utilizing the District Continuous Improvement Plan**

- Newly designed version of the e-Plan integrates the rich data resources of the IIRC with Rising Star indicators of effective practice and components of the District Technology Plan
- Pilot of District Continuous Improvement Plan in Spring 2012 with broader implementation in future years
- ISBE to integrate RTTT3 planning and monitoring requirements into the District Continuous Improvement Plan to provide for ease of planning and reporting
- New Plan is populated with District-specific data and contains a comprehensive system of indicators coupled with tools and resources to create plans and monitor implementation
- Available for completion of the Participating LEA requirements in early March

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## District Dashboard

Public Report Card | Data Warehouse | Student Data | Home | Public Report Card | Resources | Research | Contact Us | My Account Tools

District Dashboard  
Plan District - Integrated Plan -- Go Back

District Continuous Improvement Plan  
School Continuous Improvement Plans  
District Technology Plan

Full Integration of Technology Plan is coming

Planning Tools	Step 1 - District Data	Step 2 - Assess Indicators
<ul style="list-style-type: none"><li>Indicators &amp; WhatWays®</li><li>Meeting Agenda Setup</li><li>Worksheets</li><li>Coaching Comments</li><li>Indicator Types</li><li>Indicator Guidance</li><li>Indicators in Action™ Videos</li></ul>	<ul style="list-style-type: none"><li>Contact Information</li><li>District Improvement Team *</li><li>Report Card Data **</li><li>Local Assessments ***</li><li>Technology Data ****</li></ul> <p>* Required for District Continuous Improvement Plan ** Required for District Continuous Improvement Plan and Technology Plan *** Required for Technology Plan</p>	<ul style="list-style-type: none"><li>Overview</li><li>District Vision and Direction</li><li>District and School Improvement Processes</li><li>District Allocation of Resources for School Improvement</li><li>District Support for School Improvement and Student Achievement</li></ul>
Compliance Report Forms for Submission to SBE  Under Construction	<b>Step 3 - Create Plan</b> <ul style="list-style-type: none"><li>Overview</li><li>District Vision and Direction</li><li>District and School Improvement Processes</li><li>District Allocation of Resources for School Improvement</li><li>District Support for School Improvement and Student Achievement</li><li>Budget Summary</li></ul>	<b>Step 4 - Monitor Plan</b> <ul style="list-style-type: none"><li>Monitoring Process</li></ul>

District Archive

## Planning Tools

Planning Tools	Step 1 - District Data	Step 2 - Assess Indicators
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## Step 1 - District Data

Planning Tools	Step 1 - District Data	Step 2 - Assess Indicators
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## Step 2 - Assessing Indicators

<b>Planning Tools</b> <ul style="list-style-type: none"> <li>Indicators &amp; WhatWays®</li> <li>Meeting Agenda Setup</li> <li>Worksheets</li> <li>Coaching Comments</li> <li>Indicator Types</li> <li>Indicator Guidance</li> <li>Indicators in Action™ Videos</li> </ul>	<b>Step 1 - District Data</b> <ul style="list-style-type: none"> <li>Contact Information</li> <li>District Improvement Team *</li> <li>Report Card Data ***</li> <li>Local Assessments ***</li> <li>Technology Data ***</li> </ul> <p>* - Required for District Continuous Improvement Plan          ** - Required for District Continuous Improvement Plan and Technology Plan          *** - Required for Technology Plan</p>	<b>Step 2 - Assess Indicators</b> <ul style="list-style-type: none"> <li>Overview</li> <li>District Vision and Direction</li> <li>District and School Improvement Processes</li> <li>District Allocation of Resources for School Improvement</li> <li>District Support for School Improvement and Student Achievement</li> </ul>
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## Step 3 - Creating Plans

<b>Planning Tools</b> <ul style="list-style-type: none"> <li>Indicators &amp; WhatWays®</li> <li>Meeting Agenda Setup</li> <li>Worksheets</li> <li>Coaching Comments</li> <li>Indicator Types</li> <li>Indicator Guidance</li> <li>Indicators in Action™ Videos</li> </ul>	<b>Step 1 - District Data</b> <ul style="list-style-type: none"> <li>Contact Information</li> <li>District Improvement Team *</li> <li>Report Card Data ***</li> <li>Local Assessments ***</li> <li>Technology Data ***</li> </ul> <p>* - Required for District Continuous Improvement Plan          ** - Required for District Continuous Improvement Plan and Technology Plan          *** - Required for Technology Plan</p>	<b>Step 2 - Assess Indicators</b> <ul style="list-style-type: none"> <li>Overview</li> <li>District Vision and Direction</li> <li>District and School Improvement Processes</li> <li>District Allocation of Resources for School Improvement</li> <li>District Support for School Improvement and Student Achievement</li> </ul>
<b>Compliance Report Forms for Submission to SBE</b>  Under Construction	<b>Step 3 - Create Plan</b> <ul style="list-style-type: none"> <li>Overview</li> <li>District Vision and Direction</li> <li>District and School Improvement Processes</li> <li>District Allocation of Resources for School Improvement</li> <li>District Support for School Improvement and Student Achievement</li> <li>Budget Summary</li> </ul>	<b>Step 4 - Monitor Plan</b> <ul style="list-style-type: none"> <li>Monitoring Process</li> </ul>

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## Step 3 - Create Plan - Overview

Step 3 - Create Plan - Overview

Step 3-Create Plan allows the team to design a continuous improvement plan around those indicators evaluated as partial or no development/implementation. Generally, teams plan for those indicators which, through the index scores, were determined to be of high importance and opportunity.

The system automatically rephrases the indicator into an objective upon which the team designs tasks for achieving that objective. Tasks include duty details, persons responsible (a person outside the improvement team may be assigned) and target dates for completion. Be sure to assign a team member to oversee the work of the person who is responsible for that task and include budgeting information for each task.

\*Note: Index Score = Priority Score x Opportunity Score [Expand All]

**District Vision and Direction** ▼

**District and School Improvement Processes** ▼

**District Allocation of Resources for School Improvement** ▼

**District Support for School Improvement and Student Achievement** ▲

Key Code	Objectives	Indicator Type	What Ways®	Index	Tasks
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2126)	SC,SP		4	0
D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2127)	SC		6	0
K05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	SC,SS		3	0

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## Create Plan (cont'd)

10.05 The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)

Level of Development/Implementation: Partial Development/Implementation  
 Current Level Description: Currently looking into the state standards

1. Assign a team member to manage and monitor the task work toward this objective: --Select One--
2. Describe how the objective will look when it is being fully implemented in the District. Also describe the information needed to provide evidence that this objective is fully met.

3. Establish a date by which the description above will be a reality:

Save Steps 1-3

4. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

Add Task

Tasks	Person Assigned	Actions
There are no tasks created for this Objective		

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## Create Plan-Budget Summary

District Continuous Improvement Plan | District Technology Plan | District Dashboard

Planning Tools | Compliance Forms | Step 1: District Data | Step 2: Assess Indicators | Step 3: Create Plan | Step 4: Monitor Plan | Technology Inventory | Technology Report

District Vision and Direction | District and School Improvement Processes | District Allocation of Resources for School Improvement | District Support for School Improvement and Student Achievement

Create Plan - Budget Summary

Key Code	Indicator	District	Year	Y1	Y2	Total	Local Funds	State Funds	Other	Total
D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2124)	200	4,000	0	0	0	0	20,000	0	24,200
D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2127)	200	200	0	0	0	4,000	0	0	4,400
10.05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	5,000	0	0	0	0	1,000	0	0	6,000
<b>Total</b>		<b>5,400</b>	<b>4,200</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,000</b>	<b>20,000</b>	<b>0</b>	<b>34,600</b>

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## Step 4 - Monitor Plan

Planning Tools	Step 1 - District Data	Step 2 - Assess Indicators
<ul style="list-style-type: none"> <li>Indicators &amp; What/Why</li> <li>Meeting Agenda Setup</li> <li>Worksheets</li> <li>Coaching Comments</li> <li>Indicators in Action</li> <li>Indicator Types</li> <li>Indicator Guidance</li> </ul>	<ul style="list-style-type: none"> <li>Contact Information</li> <li>District Improvement Team *</li> <li>Report Card Data **</li> <li>Local Assessments ***</li> <li>Technology Data ****</li> </ul> <p>* - Required for District Continuous Improvement Plan                      ** - Required for District Continuous Improvement Plan and Technology Plan                      *** - Required for Technology Plan</p>	<ul style="list-style-type: none"> <li>Overview</li> <li>District Vision and Direction</li> <li>District and School Improvement Processes</li> <li>District Allocation of Resources for School Improvement</li> <li>District Support for School Improvement and Student Achievement</li> </ul>
Compliance Report Forms for Submission to DEE	Step 3 - Create Plan	Step 4 - Monitor Plan
Under Construction	<ul style="list-style-type: none"> <li>Overview</li> <li>District Vision and Direction</li> <li>District and School Improvement Processes</li> <li>District Allocation of Resources for School Improvement</li> <li>District Support for School Improvement and Student Achievement</li> <li>Budget Summary</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Process</li> </ul>

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# Monitor Plan-Overview

District Continuous Improvement Plan      District Technology Plan

Planning Tools    Compliance Forms    Step 1: Select Data    Step 2: Assess Indicators    Step 3: Create Plan    **Step 4: Monitor Plan**    Technology Inventory    Technology Report    District Dashboard

**Step 4 - Monitor Plan - Overview**

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 not, 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	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
View Tasks D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)	John Adrinis	02/29/2012	2	50%	
View Tasks D9	The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)	John Adrinis	02/29/2012	1	0%	
View Tasks IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)	John Adrinis	02/29/2012	1	100%	02/06/2012 Objective met

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# Questions and Answers

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