To: Rosanne Williamson, Assistant Superintendent
From: Cameron Muir, Associate Principal for Curriculum & Instruction
Date: November 30, 2011
Re: NCLB School Improvement Plan for 2011-2013

Attached you will find three documents, *The Comprehensive Plan Report, The School Improvement Report, and the School Improvement Plan Objectives Report* that satisfy the requirement to submit a school improvement plan as stipulated by the Illinois State Board of Education. The writing of this plan is required of all schools that do not make adequate yearly progress in one or more subgroups for two consecutive years as specified by NCLB.

This plan reflects the ongoing school improvement that already exists and is part of the continual process of analysis and evaluation of curriculum, instruction, and learning done by our school improvement team. Throughout the document Glenbrook South's organizational goals provide the main focus of the improvement plan. The goals are listed below.

> Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback.

> Curricular Goal
>> We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success.

> Instructional Goal
>> We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success.

> As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.

Educator Quality		
Leadership		
Indicator	**ID01 - SS-A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have weekly meetings that plan for staff development and address school issues. Our leadership team is headed by our principal and associate principals and includes our department chairs and several teachers. Our work is centered on the organizational goals developed by this team and other teachers.

Indicator	**ID06 - SS-The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have all our meeting agendas and minutes saved to our network drive that are available to all members.

Indicator	**ID07 - SS-A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have two groups that both meet weekly. Our Administrative Council consists of the principal, associate principals, and assistant principals. This group provides broad leadership in areas of student services, activities, instruction, and discipline. It also is concerned with the operations and maintenance of the building. The Instructional Council consists of the principal, the associate principals, department chairs and a few teachers. The purpose of this group is specific to the areas of curriculum, instruction, and student services. It is from here that professional development is designed and led.

Indicator	**ID08 - SS-The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)**	

Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have monthly faculty meeting and monthly department meetings to share information and we have a monthly faculty council that meets with the principal to share their insights and concerns about school matters.

Indicator	**ID10 - SS-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have annual data retreats with school staff examining the PSAE data, grades, course sequences, and discipline records. Department course teams meet twice per month and use formative assessment data to analyze the effectiveness of their instruction. Our Curriculum Review Teams meet twice per month formally and use performance data to look at courses longitudinally over a five year period of time.

Indicator	**IE06 - SP-The principal keeps a focus on instructional improvement and student learning outcomes. (1027)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	The principal is part of the leadership team that examines data and uses it to create long-term and short-term goals for students and staff. The principal and two associate principals visit all classrooms through the course of the year to determine the implementation of the instructional norms.

Indicator	**IE07 - SP-The principal monitors curriculum and classroom instruction regularly. (1028)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	The principal as part of the Instructional Council oversees the five-year curriculum review cycle and the leadership team works with department chairs to ensure that curriculum is implemented properly through the visiting of classrooms and the oversight of course teams. Glenbrook South High School fully adopted the Charlotte Danielson Model for Professional Practice.

Educator Quality
Professional Development
Indicator	**IF08 - SP-Professional development for the whole faculty includes assessment of**

	strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	Each of our department chairs uses the Charlotte Danielson Model for Professional Practice to guide their evaluation work. Within this model there are indicators for teachers and chairs to discuss and use as a tool to determine needed professional development. Goals meetings are set up at the beginning of each year with each teacher using this framework to create and self-monitor their progress. Chairs also have ongoing conversations with each teacher about progress on the goal. Additional factors can be identified by the chair to guide professional development planning.

Teaching and Learning		
Aligned Instruction-Curriculum		
Indicator	**IIA01 - SC-SP-Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/01/2011
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is an ongoing process of aligning the College Readiness Standards to courses. This will likely transition to the Common Core standards. We are in the process of aligning these standards vertically within levels and horizontally by year. This process should be complete by the end of the 2012-2013 school year. Our course teams have begun using the backward design model for designing curriculum and will continue this for the next five years. We codify all of this as well as other content matters within the curriculum maps for each course.
Plan	Assigned to:	Not yet assigned

Teaching and Learning		
Differentiated Instruction		
Indicator	**IIC01 - SC-SS-Units of instruction include specific learning activities aligned to objectives. (1083)**	
Status	In Plan / No Tasks Created	

Assessment	Level of Development:	Initial: Limited Development 10/24/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of vertically aligning our course sequences to the college readiness standards. This is part of our cycle of curriculum review that takes place over a five-year period of time. We are also in the beginning stages of identifying the essential questions for each course. These will then be incorporated into our existing curriculum maps. We will evaluate this process over the next three years to determine the progress in each sequence. Department chairs monitor the unit development and the implementation of the curriculum review process.	
Plan	Assigned to:	Not yet assigned	

Teaching and Learning
Instruction

Indicator	IIIA01 - SC-SS-All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	Our five-year curriculum review process requires teams to develop or adjust current curriculum maps. These maps have embedded within them the college readiness standards, the content objectives and the essential questions to be addressed within the course. There are common assessments throughout the year to be administered by the teacher of each section. All teachers are aware of the instructional norms that are expected within the school and receive staff training on the strategies associated with them.

Indicator	IIIA06 - SP-All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Teachers employ a variety of methods to assess proficiency. These include short response, short essay, short papers, term papers, projects, short quizzes, unit exams, common final exams and formative assessments. Each teacher will use more than one method within the same course and often within the same exam. Teachers maintain these records in an electronic grade book that is available for students and

		parents to see.

Indicator	IIIA07 - SP-All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)	
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have allocated FTE resources to provide our faculty with ongoing and job-embedded professional learning related to differentiated instruction. Our instructional coaches with teachers design learning activities that meet the needs of all students.
Plan	Assigned to:	Not yet assigned

Indicator	IIIA35 - SP-Students are engaged and on task. (1161)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model - self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

Indicator	IIIC12 - SP-All teachers engage all students (e.g., encourage silent students to participate). (1109)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model - self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

Teaching and Learning	
Periodic Assessment	
Indicator	IID04 - SS-The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	We have a school information system that warehouses the totality of student records that include demographic information, discipline and attendance records, student grades, and student testing information.

Indicator	IID06 - SS-Yearly learning goals are set for the school by the Leadership Team, utilizing

	student learning data. (1057)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	Glenbrook South High School will maximize student learning by continually improving curriculum and instruction through the implementation of administrative goals and action plans, faculty and staff goals, and focused professional learning that strengthens a culture of giving, receiving and acting on feedback. Curricular Goal We will apply a backward-design model as curriculum is created or revised; we will embed the Review/Focus/Stretch College Readiness Standard levels in all courses; and we will ensure the vertical alignment of these standards across courses. Curriculum maps, the Educational Planning Process reports, active participation in curricular teams, observations, and systematically shared and analyzed results of common assessments that target student growth will be utilized to measure success. Instructional Goal We will promote ongoing visible and meaningful student engagement that attends to the learning needs, skills and interests of all students. Teachers' use of research-informed instructional strategies that support our instructional norms, active participation in instructional teams, and observations will be utilized to measure success. As a result, by 2014 all students will improve at least one College Readiness Standard level, and 80% of students will improve at least two levels, which ultimately reflects an increase in complexity of thought and understanding.

Indicator	**IID07 - SC-SS-The Leadership Team monitors school-level student learning data. (1058)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	The team regularly looks at formative assessment, EPAS information, item analysis of EPAS information, and progress monitoring data for students receiving interventions. We disaggregate the data so we can examine the performance of different subgroups. Once the information is examined, others are brought into the process to determine the causal factors and possible interventions to improve student achievement.

Indicator	IID08 - SC-SP-Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We have three Response to Intervention teams analyzing student data and progress on students that are below expectations in math and reading. These teams analyze the content-based measures as well as other probes to determine whether or not students will need interventions. There is also problem-solving team that uses this data to help determine whether students need interventions in the social-emotional arena.

Course teams within departments are coordinating efforts around formative assessments. This information is used to adjust instruction and monitor progress of students. College Readiness data is also used within these course teams to prioritize the standards on which to focus.

Each year instructional leaders participate in a data retreat sponsored by North Cook System of Support. |

Learning Environment
Community and Family Engagement

Indicator	IVA03 - SP-The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. Our Board of Education also establishes policies related to teacher expectations and our teacher contract also conveys teacher responsibilities. The Danielson Framework for Professional Practice also provides teachers with expectations and responsibilities.

Indicator	IVD01 - SP-The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board

	policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. It is available to personnel via website and departmental copies.

Indicator	IVD02 - SP-The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We have parent nights throughout the school year. Beginning in the early fall, all parents are invited to an open house where they visit each of their student's classrooms and see the teacher of the class. Later there are parent conferences where parents meet with each of their student's teachers to discuss their student's progress. For incoming freshman parents, we have curriculum and activity nights that introduce parents to the school and opportunities available.

Our principal also has a parent advisory forum where he presents topics and issues that the administrative team seeks advice on. This is also the opportunity for parents to bring up topics that they feel need to be addressed. These groups meet four times per year with the principal and other administrators. In addition there are general meetings open to all parents in which presentations occur. |

Indicator	IVD03 - SC-SP-The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	The teacher of each classroom sets the expectations of their students. This is done though classroom information portal and course syllabus. Communication of expectations also takes place at open house and conferences.

Indicator	IIIB06 - SC-SP-All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Students receive report cards and progress reports formally at least four times per year. There is also a parent/student portal/website that gives up to date progress on how students are meeting the expectations of the course. Each year parents receive information on where their student is in relation to the College Readiness Standards.

Learning Environment	
Conditions for Learning	
Indicator	**CL7 - SS-The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 10/24/2011
	Evidence:	As part of our ongoing measure to improve student engagement at our school our team developed these instructional norms: In order to continually maximize student learning, we understand that the successful implementation of instructional norms is dependent upon careful planning and preparation, maintaining an intellectually, emotionally, and physically safe environment, and making active professional contributions to the Glenbrook community. • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The emphasis on safety in the building is emphasized as an assumptive characteristic of our classroom and school. We have spent time during our professional learning mornings to reinforce this important idea with staff. We interviewed both staff and students, and also anonymously surveyed students to understand the current climate in the building. From this information, we built the professional learning activities for the year. These norms were communicated as part of a feature in the school newspaper, directly to parents via the Principal's Advisory Forum, and to staff through faculty meetings, department meetings, and professional development activities.

December 02, 2011

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Educator Quality	

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	Evidence:	We have weekly meetings that plan for staff development and address school issues. Our leadership team is headed by our principal and associate principals and includes our department chairs and several teachers. Our work is centered on the organizational goals developed by this team and other teachers.

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Assessment	Level of Development:

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Teaching and Learning	
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Teaching and Learning

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Indicator	IIIA07 - SP-All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/01/2011
	Describe current level of development:	We have allocated FTE resources to provide our faculty with ongoing and job-embedded professional learning related to differentiated instruction. Our instructional coaches with teachers design learning activities that meet the needs of all students.
Plan	Assigned to:	Not yet assigned

Indicator	IIIA35 - SP-Students are engaged and on task. (1161)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their

performance.

The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model - self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

Indicator	IIIC12 - SP-All teachers engage all students (e.g., encourage silent students to participate). (1109)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Our staff development this year as well as our district goal focuses on providing strategies to better equip our teachers to actively engage students. The strategies correspond to the Glenbrook South High School Instructional Norms: • Teachers ensure that each student understands the learning objective. • Teachers employ purposeful and visible checking for understanding of all students. • Teachers employ strategies for students to develop and demonstrate higher order thinking skills. • Teachers engage students daily in generating and demonstrating their understanding through multiple modalities (reading, writing, speaking, listening and/or doing). • Teachers provide regular feedback to students about their performance. The Danielson Model for Professional Practice is used as a point of reference for both teachers and administrators as goals are set and classroom observations are made. Attention to the strategies used by teachers referencing the above instructional norms will be used as part of the observation. Evaluations incorporate all the domains from that model - self-appraisals by teachers are to touch on each area as well as comments from the direct supervisor reflect the current level of proficiency. This is an ongoing process established several years ago and is present within every teacher's goals in each department.

Learning Environment
Community and Family Engagement

Indicator	IIIB06 - SC-SP-All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	Students receive report cards and progress reports formally at least four times per year. There is also a parent/student portal/website that gives up to date progress on how students are meeting the expectations of the course. Each year parents receive information on where their student is in relation to the College Readiness Standards.

Indicator	IVA03 - SP-The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. Our Board of Education also establishes policies related to teacher expectations and our teacher contract also conveys teacher responsibilities. The Danielson Framework for Professional Practice also provides teachers with expectations and responsibilities.

Indicator	IVD01 - SP-The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We provide all students at time of registration (or upon request) with a student-parent handbook that outlines board policy regarding discipline, grading procedures, course offerings, athletic and activity participation. Our handbook is also available on our website. It is reviewed and updated every year. It is available to personnel via website and departmental copies.

Indicator	IVD02 - SP-The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	We have parent nights throughout the school year. Beginning in the early fall, all parents are invited to an open house where they visit each of their student's classrooms and see the teacher of the class. Later there are parent conferences where parents meet with each of their student's teachers to discuss their student's progress. For incoming

freshman parents, we have curriculum and activity nights that introduce parents to the school and opportunities available.

Our principal also has a parent advisory forum where he presents topics and issues that the administrative team seeks advice on. This is also the opportunity for parents to bring up topics that they feel need to be addressed. These groups meet four times per year with the principal and other administrators. In addition there are general meetings open to all parents in which presentations occur.

Indicator	IVD03 - SC-SP-The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 11/01/2011
	Evidence:	The teacher of each classroom sets the expectations of their students. This is done though classroom information portal and course syllabus. Communication of expectations also takes place at open house and conferences.

December 02, 2011

Glenbrook South High School *School Leadership Team CI*
Objective included in plan (3)

Key Objectives are shown in Red.

ID	Objective	Objective when met	Index	Assigned to	Target date
IIA01	SC-SP-Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)		6		
IIC01	SC-SS-Units of instruction will include specific learning activities aligned to objectives. (1083)		6		
IIIA07	SP-All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)		6		

December 02, 2011