

# Site-Based Implementation Plan to Assess and Monitor Student Learning 2013-2017

<b>Learning Target</b>	Critical Thinking				
<b>Goal</b>	100% of students will engage in DOK Level 3 tasks; 80% will demonstrate mastery.				
<b>Success Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Student learning is rote in nature with little or no evaluation of thought processes	Students are presented with alternative processes or points of view, the pros and cons of each, and then are prompted to follow one.	Students occasionally use various types of reasoning (inductive, deductive, etc.) as appropriate to analyze situations or solve problems in both conventional and innovative ways.	Students frequently use various types of reasoning (inductive, deductive, etc.) as appropriate to analyze situations or solve problems in both conventional and innovative ways.	Student use of insightful reasoning is varied, widespread and exemplary. Students habitually analyze situations and/or solve problems in both conventional and innovative ways to extend analysis to new environments and scenarios.
<b>Action Steps</b>	Teachers develop units of study that reflect DOK level 3 learning targets				
<b>Support</b>	Administration provides time and resources for collaboration to develop, review and refine curriculum				

<b>Learning Target</b>	Collaboration				
<b>Goal</b>	100% of students will actively participate in pair and group dialogue				
<b>Success Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Students work quietly on worksheets or other individual work	Students may collaborate with the teacher but have no opportunities to work with classmates to discuss lesson concepts	Collaboration is teacher-dominated. Opportunities for students to discuss lesson concepts with one another are highly structured.	Students have frequent opportunities for collaboration and/or discussion between themselves and their teach which encourage elaborated responses about lesson concepts	There is frequent collaboration between various students and/or groups both within and outside the classroom in which students engage in elaborated responses extending learning tasks and lesson concepts.
<b>Action Steps</b>	Teachers create structured student interactions as part of lesson delivery				
<b>Support</b>	During collaboration administration and coaches assist in defining and clarifying agreed upon strategies				

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<b>Learning Target</b>	Communication				
<b>Goal</b>	100% of students will engage in a variety of mediums to communicate to persuade, justify, and critique from evidence				
<b>Success Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Very little provision is made for students to express their thoughts	Opportunities for students to express their thoughts are tightly controlled for teacher prescribed purposes. Communication is dominated by a single mode (e.g. writing).	Students communicate for a specific purpose (e.g. to inform, instruct, motivate or persuade). They express thoughts and ideas using oral, written <u>or</u> nonverbal communication skills including multimedia.	Students communicate for a specific purpose (e.g. to inform, instruct, motivate or persuade). They express thoughts and ideas using oral, written <u>and</u> nonverbal communication skills including multimedia.	Students communicate with and to a range of audiences, adroitly attending to the demands of speaker, subject and audience, utilizing a variety of mediums, as they become 21 <sup>st</sup> century, transliterate communicators.
<b>Action Steps</b>	Teachers will plan and assign products that require students to use a variety of communicative modes				
<b>Support</b>	Administration will assist teachers in defining/clarifying expectations for student work and provide necessary resources				

<b>Learning Target</b>	Creativity				
<b>Goal</b>	100% of students will work and think creatively to demonstrate originality, inventiveness and innovation in their learning				
<b>Success Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	No provision for alternative thinking is evident during instruction.	Students follow teacher models for idea creation and copy the examples or processes provided	Students use various idea creation techniques (such as brainstorming). However, they do not have opportunities to refine, analyze or evaluate their ideas.	Students use a wide range of idea creation techniques (such as brainstorming). They have frequent opportunities are given to refine, analyze and evaluate their ideas in order to improve and maximize creative efforts	Students conceptualize and create varied learning structures that stimulate and extend understanding and appreciation of the content.
<b>Action Steps</b>	Teachers will promote a classroom environment that values the use of multiple resources and perspectives				
<b>Support</b>	Administration will provide classrooms multiple resources to access diverse perspectives				



TEMPLATE: Site-Based Implementation Plan to Assess and Monitor Student Learning 2013-2017

<i>Instructional Focus</i>					
<i>Target</i>					
<i>Success Indicators</i>	0	1	2	3	4
<i>Action Steps</i>					
<i>Support</i>					