

Practice: Evaluate implementation to document what you are doing

Key Action: Document Implementation based on your logic model

 **SAMPLE MATERIAL: Planning That Connects Objectives, Activities, and Evaluation**

Purpose: After you've identified your program objectives, these documents can help you develop a plan of action and documentation for program implementation. Including details on goals and target dates can also be useful references for key district and school-site staff.

Source: First table: District staff, Winston-Salem/Forsyth County (NC) Schools, for the Hanes Magnet School: School of Math, Science and Pre-engineering, Magnet Schools Site Evaluation Visit: Action Planning (2007–2008). (Lays out a timeline for program implementation activities and related evaluation.)

Second table: Metis Associates, for New York City School District 22, District 22 Magnet Schools Assistance Program Grant — 2007–2010: Program Objectives, Implementation Activities and Evaluation. (Outlines implementation activities and evaluation strategies to meet seven program objectives.)

Practice: Evaluate implementation to document what you are doing

Key Action: Document Implementation based on your logic model

**Magnet Schools Site Evaluation Visit
Action Planning**

School Name and Theme Hanes Magnet School: School of Math, Science and Pre-engineering

Date: 2007/2008

Magnet Objectives	Current Status	Action Planned	Benchmark/Assessment	Target Date	Outcomes
<p>Purpose 2: To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms and provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.</p>					
<p>2.1 By October 15 of each project year, the School Improvement Team at each magnet school will have completed or revised a School Improvement Plan with goals, objectives, and activities that support the adoption of high standards for all students. This plan will have objectives and activities that are directly related to: (1) systemic reform and the alignment of curricula with state academic content standards; (2) the development of the school's magnet themes; (3) staff development related to the objectives and activities of this grant; (4) expanding previous parent involvement initiatives.</p> <p>(Project objective 2.1)</p>	<p>We currently have a school improvement plan in place for this year.</p>	<p>Devise a school improvement plan for the building by Oct. 15.</p> <p>Create a School Improvement Team for the school in June 2008 to serve the 2008–2009 school year including parent representatives.</p> <p>Prioritized curriculum has been completed for every content area.</p>	<p>Benchmark: Revised SIP will be completed by Oct. 2008.</p> <p>Assessment: School Action Plan and Revised School Improvement Plan</p>	<p>October 15, 2008</p>	
<p>2.2 At the end of each project year, 90% of all teachers at all magnet schools will agree with the following survey items related to the effectiveness of school-wide planning: (1) The School Improvement Team of my school: (a) elicited teacher input, (b) developed and implemented policies, (c) accepted feedback. (2) The school improvement plan (a) addresses the need to align curriculum with state standards, (b) includes clearly defined instructional priorities, (d) reflects the overall needs of the school, (e) will help improve student test scores, (f) helps improve the interaction of student from diverse racial, social, and ethnic backgrounds.</p> <p>(Project objective 2.2)</p>	<p>We currently have school improvement target areas for each of the four needs of the building.</p> <p>Staff attended Single School Culture training.</p>	<p>The school improvement plan will address the needs of the school: math, literacy, computer skills, and school climate and 21st century skills.</p>	<p>Benchmark: 90% of teachers will respond favorably to survey items related to schoolwide planning.</p> <p>Assessment: Teacher survey results</p>	<p>June 2008</p>	

Practice: Evaluate implementation to document what you are doing

Key Action: Document Implementation based on your logic model

Magnet Objectives	Current Status	Action Planned	Benchmark/Assessment	Target Date	Outcomes
<p>2.3 By the end of each of the three years of this program, the magnet resource teachers will facilitate and support activities related to systemic reforms and provide all students the opportunity to meet challenging state academic content and student achievement standards.</p>	<p>Teachers are already using CareerStart to encourage students to look at different careers as they pertain to the core curriculums.</p> <p>Teachers will integrate math and science through the 21st century skills.</p> <p>Curriculum Mapping will be utilized to develop interdisciplinary units for grade levels.</p>	<p>Teachers will attend staff development to learn how to create thematic units.</p> <p>8th grade will have a unit completed in January, 7th grade in April, and 6th grade in June.</p> <p>Only one unit will be developed to start until teachers are familiar with the process.</p>	<p>Benchmark: Each academic team will submit a thematic unit plan for each grading period. Magnet themes will be incorporated in each plan. Each thematic plan will exhibit connections across academic, art, and technology curricula.</p> <p>Assessment: Documentation submitted to AES on Magnet Resource Teachers Roles chart and documentation of Subject Area/Alignment Strategies and Activities reported to AES.</p>	<p>January 2008 April 2008 June 2008</p>	
<p>2.4 By the end of the second and third years of this project, there will be a significant increase, from the previous year (baseline information will be collected at the end of the project year 1) in the number of parents of magnet school students who participate in school activities related to the education of their children. The success of these activities will be determined by agendas and attendance sheets of school-sponsored activities, other records of parent-school interactions kept by school staff, and an analysis of parent responses to survey items.</p>	<p>Parents are already very much involved. We have volunteer logs for 2006–2007 but no other documentation.</p>	<p>Documentation will be kept 2007–2008 to create a baseline for year 2 and 3.</p>	<p>Benchmark: During the 2007–2008 school year, there will be a 10% increase in parental attendance at school events over 2006–2007 school year.</p> <p>Assessment: Documentation submitted to AES on Magnet Schools Assistance Program Parent Workshops/Activities chart</p> <p>Parent survey results</p>	<p>June 2008</p>	

District 22 Magnet Schools Assistance Program Grant — 2007-2010
Program Objectives, Implementation Activities and Evaluation

Objective	Implementation Activities	Evaluation
<p>Desegregation</p> <p>1.1 Reduce Minority Group Isolation in Magnet Schools Over three years, each school will reduce its minority student enrollment:</p> <ul style="list-style-type: none"> ● PS 119 from 95.4% to 89.7%. ● PS 194 from 93.0% to 88.8%. ● PS 217 from 87.4% to 82.7%. ● IS 14 from 89.4% to 83.3%. <p>1.2 Diversity of Applicant Pool Applicant pool for school in each year will reflect a racial and ethnic composition that will support the goal of reducing minority group isolation.</p>	<p>Develop targeted and aggressive outreach and recruitment strategies that reflect the unique characteristics of the surrounding community.</p>	<p>Review of outreach and recruitment activity logs and annual analysis of student application database.</p> <p>Analysis of NYCDOE ATS enrollment data in fall of each year.</p>
<p>Choice</p> <p>2.1 Creation of Attractive Theme-Based Programs <i>Year 1:</i> School's planning team will engage in planning to support schoolwide implementation of magnet theme. <i>Year 2:</i> School will have begun to implement new theme(s). <i>Year 3:</i> School will have fully developed and implemented new theme(s).</p> <p>2.2 Expanding Capacity to Provide Choice Number of student applications in each year will increase by 5% over prior year.</p>	<p>Restructure school into theme-based magnet and align each school's curriculum with state and national standards.</p> <p>Develop and disseminate theme-based curricular materials for use by classroom teachers, cluster and specialty teachers, and staff working in extended-day programs.</p>	<p>Systematic review of planning activity logs, meeting agendas, and project documentation.</p> <p>Bi-annual site visits to schools to conduct interviews with magnet and administrative staff and conduct classroom observations.</p> <p>Review of outreach and recruitment activity logs and annual analysis of student application database.</p>
<p>Building Capacity</p> <p>3.1 Participation in Professional Development <i>Year 1:</i> Develop a professional development plan for magnet grant and at least 25% of the instructional staff will participate in professional development in plan. <i>Year 2:</i> Same as year 1 but at least 50% of staff will participate. <i>Year 3:</i> Same as year 1 but at least 90% of staff will participate.</p> <p>3.2 Enhanced Teacher Knowledge and Skills <i>Year 1:</i> At least 75% of staff participating in PD will have increased knowledge and skills. <i>Year 2:</i> At least 80% will have increased knowledge and skills. <i>Year 3:</i> At least 85% will have increased knowledge and skills <u>and</u> use of the strategies in each topic addressed in the PD.</p>	<p>Develop a plan for professional development related to magnet theme implementation and/or standards- and research-based instructional practices to help staff acquire the knowledge and skills. PD will include:</p> <ul style="list-style-type: none"> ● On-site support from the MSAP-funded teacher specialists, the MSAP Project Director, outside consultants, and District Office staff; ● Collaboration with colleges and universities; ● Districtwide institutes for principals, staff developers, teachers, and other members of the school community; ● Regular professional development for mentor teachers and school-based staff developers; ● Collaboration with Authentic Education to support the implementation of Understanding by Design (UbD); and ● Weekly on-site support from magnet school Technology Specialist. 	<p>Review of annual professional development plan, professional development activity logs, and other program documentation related to professional development.</p> <p>Bi-annual site visits to conduct classroom observations.</p> <p>Administration of staff survey in spring of each project year.</p>

Practice: Evaluate implementation to document what you are doing

Key Action: Document Implementation based on your logic model

Objective	Implementation Activities	Evaluation
<p><u>Student Achievement</u></p> <p>4.1 Meeting AYP Standards School, and all sub-groups, will meet or exceed AYP standards.</p> <p>4.2 Improved Student Achievement in ELA and math There will be an increase each year in the proportion of students in each grade level that Meet Learning Standards <u>and</u> that move from Not Meeting to Meeting Learning Standards on the NYS ELA/math tests.</p> <p>There will be no significant differences in the performance of minority and non-minority students at each grade level on the NYS ELA/math tests.</p>	<p>Implement literacy, math, and science programs that are aligned with New York State and New York City standards and guidelines.</p>	<p>Analysis of student scores on annual ELA, math, and NYSESLAT assessments.</p>
<p><u>Tangible and Marketable Skills</u></p> <p>5.1 Improved Achievement in Vocational, Technological and Professional Skills Students in each year will demonstrate measurable improvement in school-specific marketable and vocational skills incorporated into magnet-related classes.</p>	<p>Infuse notion of “applied learning” throughout the curriculum by incorporating magnet theme-related career awareness activities and technological skills into classroom instruction to inform students about the kinds of education and skills needed to pursue careers.</p>	<p>Bi-annual site visits to conduct classroom observations.</p> <p>Administration of locally developed teacher checklist for a sample of students in spring of each program year.</p>
<p><u>Equity of Access</u></p> <p>6.1 Ensure Equitable Student Participation in Magnet Program Year 1: At least 50% of students will be exposed to the magnet program and proportion of minority and non-minority students in each magnet class will not vary from student population by more than 15%. Year 2: Same as year 1, but at least 75% of students will be exposed. Year 3: Same as year 1, but all students will be exposed.</p>	<p>Monitor class assignments and program records to ensure that all students have access to the enriched instructional offerings of the magnet programs.</p>	<p>Annual analysis of official end-of-year ATS enrollment lists and classroom rosters.</p>

Practice: Evaluate implementation to document what you are doing

Key Action: Document Implementation based on your logic model