

Union Hill School
Implementation Timeline and Benchmarks

Pre-implementation: 2009 – Sept 2011

Year 1: September 2011 – July 2012

Year 2: August 2012 – July 2013

Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
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Spring & Summer 2010	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Assemble the right team of individuals	Principal Selects Assistant Principal, Coaches, School Adjustment Counselor and teachers	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased staff capacity and improved collaboration between teaching staff and leadership team
Summer 2010	Leadership & Governance	Stakeholder access and support; community feedback	Assemble the right team of individuals	Principal selects Redesign Team members	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources and distributive leadership
Summer 2010	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Develop Teacher capacity to support and deliver high quality teaching and learning	Summer teacher professional development in Guided Reading, PBIS, Efficacy	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency

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Summer 2010	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal walkthroughs	Implement three tiered instructional model with fidelity	School leadership assesses school's materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reform strategies	Increased access to instructional materials
Fall 2010	Leadership & Governance	Build capacity and distributive leadership by organizing the appropriate stakeholders	Assemble the right team of individuals	Principal establishes Instructional leadership team	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased distributive leadership

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Fall 2010	Curriculum, Instruction and Assessment	Lack of student achievement; external and internal measures	Develop and implement a data informed school accountability data system and timeline	School’s instructional leadership team analyzes data, assesses strengths and weaknesses, develops school goals and develops plan For monitoring progress For school accountability plan	4, 5	Comprehensive instructional reform strategies	Coherent plan For increasing student achievement and obtaining measurable goals
Fall 2010	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Develop Teacher capacity to support and deliver high quality teaching and learning	Develop targeted professional development plan	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Fall 2010 – Spring 2011	Teacher Development	Lack of teacher content & pedagogical	Develop Teacher capacity to	Align coaching support For teachers to embed delivery of high quality	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader	Increased teacher content and pedagogical knowledge; student

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		knowledge; student achievement data and teacher evaluations	support and deliver high quality teaching and learning	teaching and learning		effectiveness	achievement and teacher competency
Fall 2010 – Spring 2011	Student Support	Lack of student engagement; student record review	Implement a three tiered approach to instruction to address academic and socio-emotional issues	Implement school wide emphasis in positive behaviors and interventions	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student engagement resulting in improved academic performance
Fall 2010 – Spring 2011	Curriculum, Instruction and Assessment	Low student achievement; internal and external assessments	Implement a three tiered approach to instruction to address academic	Begin early implementation of instructional interventions (Fast ForWord, HeadSprout, etc.	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement

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Fall 2010 – Spring 2011	Student Support	Low student achievement; internal and external assessments and lack of external resources to support student development	Implement a three tiered approach to instruction to address academic and socio-emotional issues	Implementation of increased learning time opportunities For students	2, 3, 4, 7, 8, 9, 11	Increasing learning time and creating community oriented schools	Increased student achievement
Fall 2010 – Spring 2011	Curriculum, Instruction and Assessment	Low student achievement in ELA; external and internal assessments	Implement a three tiered approach to instruction to address academic and socio-emotional issues	Teachers implement a balanced literacy program which includes emphasis in guided reading, vocabulary development, read alouds, and writing to learn	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement in ELA

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Winter 2011- Spring 2011	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Develop Teacher capacity to support and deliver high quality teaching and learning	Coaches work with teachers in backward mapping power standards in mathematics	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement
Fall 2010 – Spring 2011	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Build school to be a community hub of student and family supports	Staff initiate family and community engagement by holding curriculum nights, family fun nights, bingo for books, DIBELS and dessert, etc	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning

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Fall 2010 – Spring 2011	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Build school to be a community hub of student and family supports	Expand PTO and other family volunteer opportunities and Foster community and university partnerships	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Fall 2010 – Spring 2011	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Develop Teacher capacity to support and deliver high quality teaching and learning	Implement daily common planning time	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement

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Fall 2010	Family and Community Engagement	Lack of appropriate resources; parent and teacher feedback	Build school to be a community hub of student and family supports	Work with volunteers to establish library	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Fall 2011 – Spring 2012	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Develop Teacher capacity to support and deliver high quality teaching and learning	Provide math content professional development	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Summer 2011	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Assemble the right team of individuals	Hire teacher leader, librarian and health teacher to increase staff capacity	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources to support student achievement and teacher competency

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Summer 2011	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal walkthroughs	Implement three tiered instructional model with fidelity	School leadership assesses school’s materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reform strategies	Increased and continued access to instructional materials
Quarterly	Curriculum, Instruction and Assessment	Monitor and adjust as needed; internal and external measures	Implement a three tiered instructional to address student need	ILT re-examines indicators of student progress toward Measurable Annual Goals (MAGs)	2,3,4,7,8,9,11	Comprehensive instructional reform strategies	Increased student achievement
Year 1	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals as necessary	Principal Selects Assistant Principal, Coaches, School Adjustment Counselor and teachers, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased staff capacity and improved collaboration between teaching staff and leadership team

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Year 1	Leadership & Governance	Stakeholder access and support; community feedback	Reassemble and maintain the right team of individuals	Principal selects Redesign Team members, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources and distributive leadership
Year 1	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop teacher capacity to support and deliver high quality teaching and learning	Summer teacher professional development in Guided Reading, PBIS, Efficacy	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 1	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal	Continue to implement three tiered instructional model with fidelity	School leadership assesses school's materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reform strategies	Increased access to instructional materials

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		walkthroughs					

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Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
Year 1	Leadership & Governance	Build capacity and distributive leadership by organizing the appropriate stakeholders	Reassemble and maintain the right team of individuals	Principal establishes Instructional leadership team	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased distributive leadership
Year 1	Curriculum, Instruction and Assessment	Lack of student achievement; external and internal measures	Maintain a data informed school accountability data system and timeline	School's instructional leadership team analyzes data, assesses strengths and weaknesses, develops school goals and develops plan For monitoring progress For school accountability plan	4, 5	Comprehensive instructional reform strategies	Coherent plan For increasing student achievement and obtaining measurable goals

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Year 1	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Continue to develop targeted professional development plan	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 1	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Align coaching support For teachers to embed delivery of high quality teaching and learning	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content and pedagogical knowledge; student achievement and teacher competency

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Year 1	Student Support	Lack of student engagement; student record review	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Maintain school wide emphasis in positive behaviors and interventions	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student engagement resulting in improved academic performance
Year 1	Curriculum, Instruction and Assessment	Low student achievement; internal and external assessments	Continue to implement a three tiered approach to instruction to address academic	Maintain implementation of instructional interventions (Fast ForWord, HeadSprout, etc.	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement

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Year 1	Student Support	Low student achievement; internal and external assessments and lack of external resources to support student development	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Continue implementation of increased learning time opportunities For students	2, 3, 4, 7, 8, 9, 11	Increasing learning time and creating community oriented schools	Increased student achievement
Year 1	Curriculum, Instruction and Assessment	Low student achievement in ELA; external and internal assessments	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Teachers continue to implement a balanced literacy program which includes emphasis in guided reading, vocabulary development, read alouds, and writing to learn	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement in ELA

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Year 1	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Coaches work with teachers in backward mapping power standards in mathematics	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement
Year 1	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Staff initiate family and community engagement by holding curriculum nights, family fun nights, bingo For books, DIBELS and dessert, etc	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning

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Year 1	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Expand PTO and other family volunteer opportunities and Foster community and university partnerships	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 1	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Maintain daily common planning time	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement

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Year 1	Family and Community Engagement	Lack of appropriate resources; parent and teacher feedback	Continue to build school to be a community hub of student and family supports	Work with volunteers to maintain library	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 1	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Provide math content professional development	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 1	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals	Maintain teacher leader, librarian and health teacher to increase staff capacity	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources to support student achievement and teacher competency

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Year 1	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal walkthroughs	Continue to implement three tiered instructional model with fidelity	School leadership assesses school’s materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reform strategies	Increased and continued access to instructional materials
Quarterly	Curriculum, Instruction and Assessment	Monitor and adjust as needed; internal and external measures	Implement a three tiered instructional to address student need	ILT re-examines indicators of student progress toward Measurable Annual Goals (MAGs)	2,3,4,7,8,9,11	Comprehensive instructional reForm strategies	Increased student achievement
Year 2	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals as necessary	Principal Selects Assistant Principal, Coaches, School Adjustment Counselor and teachers, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased staff capacity and improved collaboration between teaching staff and leadership team

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Year 2	Leadership & Governance	Stakeholder access and support; community feedback	Reassemble and maintain the right team of individuals	Principal selects Redesign Team members, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources and distributive leadership
Year 2	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop teacher capacity to support and deliver high quality teaching and learning	Summer teacher professional development in Guided Reading, PBIS, Efficacy	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 2	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal	Continue to implement three tiered instructional model with fidelity	School leadership assesses school's materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reform strategies	Increased access to instructional materials

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Year 2	Leadership & Governance	Build capacity and distributive leadership by organizing the appropriate stakeholders	Reassemble and maintain the right team of individuals	Principal establishes Instructional leadership team	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased distributive leadership
Year 2	Curriculum, Instruction and Assessment	Lack of student achievement; external and internal measures	Maintain a data informed school accountability data system and timeline	School's instructional leadership team analyzes data, assesses strengths and weaknesses, develops school goals and develops plan For monitoring progress For school accountability plan	4, 5	Comprehensive instructional reform strategies	Coherent plan For increasing student achievement and obtaining measurable goals

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Year 2	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Continue to develop targeted professional development plan	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 2	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Align coaching support For teachers to embed delivery of high quality teaching and learning	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content and pedagogical knowledge; student achievement and teacher competency

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Year 2	Student Support	Lack of student engagement; student record review	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Maintain school wide emphasis in positive behaviors and interventions	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reForm strategies	Increased student engagement resulting in improved academic perFormance
Year 2	Curriculum, Instruction and Assessment	Low student achievement; internal and external assessments	Continue to implement a three tiered approach to instruction to address academic	Maintain implementation of instructional interventions (Fast ForWord, HeadSprout, etc.	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement

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Year 2	Student Support	Low student achievement; internal and external assessments and lack of external resources to support student development	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Continue implementation of increased learning time opportunities For students	2, 3, 4, 7, 8, 9, 11	Increasing learning time and creating community oriented schools	Increased student achievement
Year 2	Curriculum, Instruction and Assessment	Low student achievement in ELA; external and internal assessments	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Teachers continue to implement a balanced literacy program which includes emphasis in guided reading, vocabulary development, read alouds, and writing to learn	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement in ELA

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Year 2	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Coaches work with teachers in backward mapping power standards in mathematics	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement
Year 2	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Staff initiate family and community engagement by holding curriculum nights, family fun nights, bingo For books, DIBELS and dessert, etc	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning

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Year 2	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Expand PTO and other family volunteer opportunities and Foster community and university partnerships	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 2	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Maintain daily common planning time	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement

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Year 2	Family and Community Engagement	Lack of appropriate resources; parent and teacher feedback	Continue to build school to be a community hub of student and family supports	Work with volunteers to maintain library	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 2	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Provide math content professional development	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 2	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals	Maintain teacher leader, librarian and health teacher to increase staff capacity	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources to support student achievement and teacher competency

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Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting TransFormation Model	Resultant Change
Year 2	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal walkthroughs	Continue to implement three tiered instructional model with fidelity	School leadership assesses school’s materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reForm strategies	Increased and continued access to instructional materials
Quarterly	Curriculum, Instruction and Assessment	Monitor and adjust as needed; internal and external measures	Implement a three tiered instructional to address student need	ILT re-examines indicators of student progress toward Measurable Annual Goals (Mages)	2,3,4,7,8,9,11	Comprehensive instructional reForm strategies	Increased student achievement
Year 3	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals as necessary	Principal Selects Assistant Principal, Coaches, School Adjustment Counselor and teachers, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased staff capacity and improved collaboration between teaching staff and leadership team

Union Hill School
Implementation Timeline and Benchmarks

Pre-implementation: 2009 – Sept 2011

Year 1: September 2011 – July 2012

Year 2: August 2012 – July 2013

Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting TransFormation Model	Resultant Change
Year 3	Leadership & Governance	Stakeholder access and support; community feedback	Reassemble and maintain the right team of individuals	Principal selects Redesign Team members, if necessary	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources and distributive leadership
Year 3	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop teacher capacity to support and deliver high quality teaching and learning	Summer teacher professional development in Guided Reading, PBIS, Efficacy	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 3	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal	Continue to implement three tiered instructional model with fidelity	School leadership assesses school's materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reForm strategies	Increased access to instructional materials

Union Hill School
Implementation Timeline and Benchmarks

Pre-implementation: 2009 – Sept 2011

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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
		walkthroughs					

Union Hill School
Implementation Timeline and Benchmarks

Pre-implementation: 2009 – Sept 2011

Year 1: September 2011 – July 2012

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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
Year 3	Leadership & Governance	Build capacity and distributive leadership by organizing the appropriate stakeholders	Reassemble and maintain the right team of individuals	Principal establishes Instructional leadership team	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased distributive leadership
Year 3	Curriculum, Instruction and Assessment	Lack of student achievement; external and internal measures	Maintain a data informed school accountability data system and timeline	School's instructional leadership team analyzes data, assesses strengths and weaknesses, develops school goals and develops plan For monitoring progress For school accountability plan	4, 5	Comprehensive instructional reform strategies	Coherent plan For increasing student achievement and obtaining measurable goals

Union Hill School
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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting TransFormation Model	Resultant Change
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Year 3	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Continue to develop targeted professional development plan	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 3	Teacher Development	Lack of teacher content & pedagogical knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Align coaching support For teachers to embed delivery of high quality teaching and learning	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content and pedagogical knowledge; student achievement and teacher competency

Union Hill School
Implementation Timeline and Benchmarks

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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
Year 3	Student Support	Lack of student engagement; student record review	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Maintain school wide emphasis in positive behaviors and interventions	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reForm strategies	Increased student engagement resulting in improved academic perFormance
Year 3	Curriculum, Instruction and Assessment	Low student achievement; internal and external assessments	Continue to implement a three tiered approach to instruction to address academic	Maintain implementation of instructional interventions (Fast ForWord, Head sprout, etc.	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reform strategies	Increased student achievement

Union Hill School
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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
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Year 3	Student Support	Low student achievement; internal and external assessments and lack of external resources to support student development	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Continue implementation of increased learning time opportunities For students	2, 3, 4, 7, 8, 9, 11	Increasing learning time and creating community oriented schools	Increased student achievement
Year 3	Curriculum, Instruction and Assessment	Low student achievement in ELA; external and internal assessments	Continue to implement a three tiered approach to instruction to address academic and socio-emotional issues	Teachers continue to implement a balanced literacy program which includes emphasis in guided reading, vocabulary development, read alouds, and writing to learn	2, 3, 4, 7, 8, 9, 11	Comprehensive instructional reForm strategies	Increased student achievement in ELA

Union Hill School
Implementation Timeline and Benchmarks

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Year 3: August 2013 – July 2014

Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting TransFormation Model	Resultant Change
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Year 3	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Coaches work with teachers in backward mapping power standards in mathematics	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement
Year 3	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Staff initiate family and community engagement by holding curriculum nights, family fun nights, bingo For books, DIBELS and dessert, etc	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning

Union Hill School
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Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting TransFormation Model	Resultant Change
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Year 3	Family and community engagement	Lack of parent involvement and capacity to support student development; teacher and parent feedback	Continue to build school to be a community hub of student and family supports	Expand PTO and other family volunteer opportunities and Foster community and university partnerships	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 3	Teacher Development	Lack of teacher understanding of standards based planning and low student achievement; teacher evaluations and lesson plan books	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Maintain daily common planning time	1, 2, 4, 6, 7, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher competency and increased student achievement

Union Hill School
Implementation Timeline and Benchmarks

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Year 3	Family and Community Engagement	Lack of appropriate resources; parent and teacher feedback	Continue to build school to be a community hub of student and family supports	Work with volunteers to maintain library	7, 9, 10	Increasing learning time and creating community oriented schools	Increased family and community engagement and capacity to support student learning
Year 3	Teacher development	Lack of teacher content knowledge; student achievement data and teacher evaluations	Continue to develop Teacher capacity to support and deliver high quality teaching and learning	Provide math content professional development	2, 3, 4, 7, 8,9, 11	Developing and increasing teacher and school leader effectiveness	Increased teacher content knowledge; student achievement and teacher competency
Year 3	Leadership & Governance	Principal review of organizational structures; staff and district feedback	Reassemble and maintain the right team of individuals	Maintain teacher leader, librarian and health teacher to increase staff capacity	1, 2, 4, 6, 7, 11	Providing operational flexibility and sustained support	Increased human resources to support student achievement and teacher competency

Union Hill School
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Time Period	School System	Identified Need/ Data Source	School Priority Strategy	Action	Essential Condition(s)	Benchmark Supporting Transformation Model	Resultant Change
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Year 3	Curriculum, Instruction and Assessment	Lack of appropriate instructional materials to match student need; staff feedback, principal walkthroughs	Continue to implement three tiered instructional model with fidelity	School leadership assesses school’s materials needs & makes appropriate purchases	2, 3, 4, 7, 8,9, 11	Comprehensive instructional reForm strategies	Increased and continued access to instructional materials
Quarterly	Curriculum, Instruction and Assessment	Monitor and adjust as needed; internal and external measures	Implement a three tiered instructional to address student need	ILT re-examines indicators of student progress toward Measurable Annual Goals (MAGs)	2,3,4,7,8,9,11	Comprehensive instructional reform strategies	Increased student achievement