Instructional Services Implementation Log

Name of Instructional Service-specify Professional Learning (PL) or Technical Assistance (TA):
Aligned Instruction

School Name
Oakville Middle/High School

Designation (Priority or Focus)	Priority	Date(s)	March 2, 16, 2015

Student and School Success Instructional Coach(s):	Tom Boyce
ESD Partner(s):	
Student and School Success Leadership Coach(s):	Doug Kernutt
School Leadership:	Caspar van Haalen
Participants:	Katherine Dean, Melvyn Hout

Exploration (0)	Installation (1)	Initial Implementation (2)	Full Implementation (3)
PL/TA options are explored and connected to Student and School Success Action Plan; decision is made to proceed (or not) with research-based actions.	Structural support necessary to initiate the action is in place.	Application is evident in some cases; sources of evidence point to some level of implementation.	Systemic application is evident; data supports the effectiveness of implementation.

List the Student and School Success Action Plan Principle/Indicator that the Instructional Service supported(e.g., Principle 5, IID08: Instructional Teams use student learning data to plan instruction):

P4-IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.

If the Instructional Service was TA that supported implementation of PL name the PL (e.g., Reading/Writing Connection):

What data established the need for the Instructional Services (e.g., low MSP scores for subgroup, CWT data, etc.)?
Low MSP Scores

Use additional rows as needed.

What specific TA strategies or PL was implemented?	1. Aligned units of instruction will be taught at each grade level. 2. Lesson plans will be aligned to CCSS using supplemental resources. 3. Assessments will be aligned to CCSS with a data collection and analysis capability. 4. A pacing schedule for the year and each module will be developed.
Describe expected change in educator practice resulting from PL or TA.	Teachers will teach and evaluate the effectiveness of aligned units. Teachers will use data to assess mastery of CCSS and identify areas to reteach. Teachers will use pacing schedule to ensure all CCSS are taught at each grade level.
Describe expected change in student learning outcomes*	Students will be taught appropriate content at each grade level. Students will have access to assessment data to identify areas requiring additional understanding
Rubric value	2
What are the next steps to advance implementation	Teachers will continue to use pacing guides; build effective units of aligned instruction; assess all CCSS and analyze data; reteach standards to improve student learning
Who is Responsible?	Principal and all classroom teachers

*Change in student learning outcomes may include expected shifts in student behavior, dispositions, levels of engagement, assessment results, etc.