

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Shaver Elementary School

School Improvement Indicators

Key Indicators are shown in **RED**.

ESEA Category: Technical and Adaptive Leadership	
Establishing a team structure with specific duties and time for instructional planning	
Indicator	ID01 - A team structure is officially incorporated into the school governance policy (36)
Status	In Plan / No Tasks Created
Assessment	Level of Development: Initial: Limited Development 09/08/2012
	Index: 9 (Priority Score x Opportunity Score)
	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (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: Level of implementation needs to be one of the top priorities of our CAP and it can be part of initial planning phase.
Plan	Assigned to: Not yet assigned

January 16, 2013

Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation. (37)
Status	In Plan / No Tasks Created
Assessment	Level of Development: Initial: Limited Development 09/08/2012
	Index: 6 (Priority Score x Opportunity Score)
	Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (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 currently have manuals in place for PLCs, data teams, and PBIS but need to establish written statements of purpose.
Plan	Assigned to: Not yet assigned

January 16, 2013

Indicator	ID03 - All teams operate with work plans for the year and specific work products to
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	produce. (38)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 currently have a calendar for PLC objectives but not for all teams. The district is also having all elementary teachers meet on a monthly basis to work on common core standards.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID04 - All teams prepare agendas for their meetings. (39)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	All teams send out agends before the meeting. It is part of the meeting format that will sustain this practice.	

January 16, 2013

Indicator	ID05 - All teams maintain official minutes of their meetings. (40)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	All teams take notes in an approved format and share with the appropriate staff and administration. Notes are required to be submitted which will maintain this practice.	

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Indicator	ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Principal will ensure that all minutes get sent to him electronically and file them accordingly.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator ID07 - 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). (42)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	The leadership has been established and the schedule will be announced in September.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Once the meeting schedules are established, the team will regularly send out minutes via his weekly memo to staff.	
Plan	Assigned to:	Not yet assigned	

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Indicator ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	The team met more infrequently last year, but purpose needs to be clearly defined and more regular meeting scheduled. Minutes will also be shared with all staff.	

Plan	Assigned to:	Not yet assigned
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January 16, 2013

Indicator	ID10 - 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. (45)	
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Status	Tasks completed: 0 of 5 (0%)	
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	Leadership team has the process in place but needs to be more clear with what data is being used to make decisions, as well more frequent meetings. Professional development was based on student performance data and classroom observation data.	
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Plan	Assigned to:	Michael Hyder	
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	How it will look when fully met:	<p>Fully Met: School Leadership Team is Formed and Functioning which would include team leaders (paid through stipend ie. grade level, specialist, classified staff, including at least 3 parents) This team would meet at least once per month, and it's primary goal would be to review student growth data from the school central database, and analyze and evaluate professional development. The team develops and determines next steps for a professional development plan. Student growth data will include: district common formative assessments, smarter balance assessment growth, universal benchmarks in reading and mathematics, observation data, behavior and attendance.</p> <p>1 year goal: School leadership team will be established (will include at least 1 parent) and it's primary agenda and minutes will address student growth, professional development, and school improvement. The team will determine common data points using common formative assessments, observation data, OAKS scores, behavior and attendance. Evidence: Team meets monthly with an agenda that addresses student growth, professional development, and school improvement goals, Leadership team meeting minutes would be posted electronically, Our school will conduct 100% Data Teams at least 3xs per year by teacher, 20% data team meetings will be held at least 3 times per year.</p>	
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	Target Date:	06/30/2012	
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	Tasks:
	1. School leadership team is established. One parent is needed.
	Assigned to: Michael Hyder
	Target Completion Date: 06/30/2013
	Comments:
	2. Agenda made and sent to members 48 hours in advance.
	Assigned to: Michael Hyder
	Target Completion Date: 06/30/2013
	Comments:
	3. Make common data points.
	Assigned to: Jennifer Knorr
	Target Completion Date: 06/30/2013
	Comments:
	4. Leadership team minutes and agenda posted to Google docs with Kathy, Michael, Karen, and leadership shared on the document.
	Assigned to: Michael Hyder
	Target Completion Date: 06/30/2013
	Comments:
	5. Common form for meeting minutes and agenda.
	Assigned to: Michelle Markle
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)

January 16, 2013

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	Yes, this has been in place for several years and will continue as their is time built into each week for the meetings.

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Indicator	ID12 - Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	Has been in place for several years, grade level teams meet twice a month, data teams meet regularly and grade level teams have common planning time every week.

Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	PSD has in service days before the school year as well as the grade level teams meeting once a month for common core alignment. Early release is established every Wednesday afternoon.

Indicator	ID14 - The leadership team ensures that revisions of school-level plan are completed and that staff, district personnel, and community stakeholders have been informed of any changes. (2890)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (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:	There is a leadership team that develops plans and goals, but it is not communicated to families.
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	Looks like in 1 year: District will develop with schools a district-wide communication plan. In 4 years, fully met: The school district will develop a school-based communication plan for School Leadership Teams to inform staff, students, and community stakeholders for regular review and progress. Evidence: A plan is created and published and will include regular communication for next steps for school improvement planning, professional development, and instructional improvement.
	Target Date:	06/30/2013
	Tasks:	
	1. Agenda and minutes from Site Council meetings sent to DO, published and posted.	
	Assigned to:	Sally Ritchie
	Target Completion Date:	06/30/2013
	Comments:	
	2. Leadership team agendas and meeting notes published and shared with parents, monthly newsletter, DO, and staff in weekly news letter.	
	Assigned to:	Julie Sams

		Target Completion Date:	06/30/2013
		Comments:	
	3. Notes to be posted on Shaver Elementary web site within five days of meeting.		
		Assigned to:	Sarah McGloghlon
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

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Indicator	SL1.6 - A majority of the members of the School Community Council (SCC) are parents of currently enrolled students and are not also employees of the school and reflect the student population demographics. (2889)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	SUN is working on developing an advisory council with parent involvement. A SCC of parents does not currently exist.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	In 4 years, Fully Met: Our Site Council will include parents that represent the cultural diversity of the school. Each school will have a minimum of 3 parents on the school leadership team. 1 year: Form alliances to recruit parents to represent students impacted by the achievement gap. Each school will have at least 1 parent as part of the team. Evidence: A parent who represents students who speak English as a second language, a parent who represents students of color, and a parent who represents students of poverty.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Membership requirements need to be modified to include a minimum of 3 parents on the team.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. School board to align board policy with state guidelines for Site Council/Leadership membership requirements.		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

January 16, 2013

Indicator	SL1.7 - The School Community Council (SCC) meets regularly and keeps an agenda and minutes of the meetings which are posted on the school website. (2894)
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Status	Tasks completed: 0 of 3 (0%)
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Assessment	Level of Development:	Initial: Limited Development 10/10/2012
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	Index:	9	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Agendas and minutes are kept, may be posted on website.
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Plan	Assigned to:	Michael Hyder
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	How it will look when fully met:	After year 4, Fully Met, monthly meeting schedule will be planned and posted on school web site. Agenda's will be distributed 48 hours in advance of the meeting. Meeting minutes will be posted on the school web site. After year 1, monthly meeting schedule will be planned and posted on school web site. Agenda's will be distributed 48 hours in advance of the meeting. Meeting minutes will be posted on the school web site. Evidence: Notebook of meeting minutes will be maintained. Web site.
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	Target Date:	06/30/2013
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	Tasks:	
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	1. Monthly meeting schedule will be planned and posted on school web site.	
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	Assigned to:	Michael Hyder
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	Target Completion Date:	06/30/2013
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	Comments:	
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	2. Agenda's will be distributed to all members 48 hours in advance of the meeting.	
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	Assigned to:	Michael Hyder
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	Target Completion Date:	06/30/2013
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	Comments:	
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	3. Meeting minutes will be posted on the school web site.	
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	Assigned to:	Sarah McGloghlon
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	Target Completion Date:	06/30/2013
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	Comments:	
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Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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ESEA Category: Technical and Adaptive Leadership	
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicator	IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)
Status	Tasks completed: 0 of 3 (0%)
Assessment	Level of Development: Initial: Limited Development 09/08/2012
	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: The staff needs to revisit the vision and mission for Shaver. Roles will be more clearly defined at leadership meetings.
Plan	Assigned to: Michael Hyder
	How it will look when fully met: Looks like after 4 yrs, fully met: Principal facilitates yearly review of mission and vision statement with the School Community Council and staff. Changes will be approved by the School Community Council. Vision and mission of Shaver will be shared at annual Back to School Night, Week-At-A-Glance staff publication, Parent Organization meeting, and parent newsletter. Year 1: Principal will take the Shaver School Community Council/Site Council and Shaver staff through a process of revisiting and revision of the school mission and vision, as needed. Each member of our learning community will know and understand our school goals and their role for achieving those goals. Principal will post visual organizer that will list the goals, the roles and assigned tasks. Evidence: Minutes from School Community Council meetings, Parent Organization meetings, staff publication (Week-at-a-glance), monthly newsletter to parents. Principal will provide a clear outline of each stakeholders steps to helping achieve the district mission ie.. staff, students, parents, and community.
	Target Date: 06/30/2013
	Tasks:
	1. Revisit and revise, as needed Shaver School mission and vision statement.
	Assigned to: Michael Hyder
	Target Completion Date: 06/30/2013
	Comments:

	2. Publish and post school mission and vision: e.g., banner in school, newsletters, and school web site.
	Assigned to: Sarah McGlothon
	Target Completion Date: 06/30/2013
	Comments:
	3. Principal will post visual organizer that will list the goals (short and long term), the roles for each, and assigned tasks for each member of the learning community directly involved.
	Assigned to: Michael Hyder
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	IE02 - The principal develops the leadership capacity of others in the school. (53)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Principal regularly invites staff staff in leadership opportunity and positions, and will continue to cultivate leaders within the building.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE05 - The principal participates actively with the school's teams. (56)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	The principal is involved in all meetings on a regular basis. He would like attend the special education more frequently.	

January 16, 2013

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(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 should create a few aligned, school wide goals. Walk throughs are important. Weekly feedback to the entire staff. Staff meetings utilized for sharing things that work. This could be a grade level report. Video tape the teacher and show at a staff meeting.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 Years, Fully Met: Principal and School Leadership Team provide a professional development plan that includes professional learning communities establishing instructional goals, and analyzing student outcomes, response to instruction, learning observations, systematic ELD, and an instructional focus. Looks like after 1 yr: Principal and School Leadership Team develop a professional development framework to implement a professional development plan that includes all of the above elements. Evidence: PD Plans will articulate all elements for the 2013-2014 school year, Principal and School Leadership will regularly review progress of the plan to staff, parents, and community. School leadership team will meet monthly to provide input and post minutes of their discussion.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Present grade level PLC priorities/needs (data for this was completed spring 2012) for each grade level team that includes list of PD that focuses on instruction.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Each grade level team is to prioritize their list.		
	Assigned to:	Chris McMurray	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Plan PD for the year.		
	Assigned to:	Chris McMurray	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. Review plan monthly with School Community Council. Facilitate and elicit input from leadership team on a monthly basis.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

January 16, 2013

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Michael has committed to being in the classroom more to observe and give feedback. Asking questions that relate to the curriculum and how to improve.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 years, Fully Met: Principal will provide feedback on curriculum and instruction at least twice a month per certified teacher. Grade level PLC notes will reflect curriculum and instruction goals for Shaver Elementary. 1 year Plan: Walk-throughs, one per month per teacher. PLC SMART goals will contain direct tie to curriculum and instruction goals. Evidence: Principal provides electronic feedback for teachers with walkthrough form. Monthly tracking list of walkthroughs provided to Superintendent. Walkthrough data is recorded in strict database with digital reports made and utilized by School Leadership team and staff.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Complete at least two walk throughs per month, at least one utilizing standard form.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Principal provides electronic and/or verbal feedback based on Walk through form at least once each month.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Communicate data collected from walkthroughs to leadership team at monthly meeting, and teaching staff by posting in Week at a Glance publication.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	

		Comments:	
		4. Share and utilize walkthrough data with grade level PLC's.	
		Assigned to:	Chris McMurray
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

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Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	The principal recognizes staff at meetings and provides leadership opportunities, but not on a consistent basis. Rewards to students happen with behavior but not academic achievement.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE12 - The principal personally engages parents and the community in the improvement process. (63)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Principal has engaged the community with parent focused meetings and activities, in conjunction with SUN. However, more opportunities for parent involvement need to be established as well as making sure all cultures at Shaver feel welcome and invited to be involved and provide input.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)		
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Staff surveys, parent surveys, and feedback asked currently occurs, but the principal would like to hear more from parents on a regular basis.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

ESEA Category: Technical and Adaptive Leadership

Helping parents to help their children meet standards

Indicator IG01 - Parent policies, activities, and programs cultivate the "curriculum of the home." (75)

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	School community needs to be fully implemented before this can occur, as well as funding and District policy.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

Indicator IG02 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	Parent newsletters from the principal, teachers, parent - teacher conferences, report cards and individual meetings with families. Title 1 sponsored literacy night, counselor recommended strategies at home.	
January 16, 2013			

Indicator IG04 - Parents receive practical guidance (e.g., website, newsletter, parent bulletin board, email, phone calls, notes) to maintain daily conversations with their children about their school experiences and progress. (78)

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	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:	The website needs to be better. We need to have a translated phone system.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG06 - Parents receive practical guidance to encourage their children's regular reading habits at home. (80)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 do this at conferences, newsletters, and literacy nights. Some teachers do daily reading logs, but it is not consistent.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG07 - Parents receive practical guidance to model and encourage respectful and responsible behaviors. (81)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	In our newsletter and website, we could out tips for parents.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG08 - Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. (82)		
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 offer parenting classes, but they are not well attended. Getting parents in is tough. This mostly happens informally. We have outside agencies for support (Trillium).	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG09 - Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g., parent-teacher conferences). (83)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Currently there are Parent / Teacher Conferences provided during the school year.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	The school will provide the parents with a agenda / talking points to help them prepare for the Parent Teacher conference.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Survey the teachers to determine the important topics that will be included on the Parent Conference Preparation Sheet.		
	Assigned to:	Kathleen Copeland	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Develop the Parent Conference Preparation Sheet and send it to them with their conference invitation.		
	Assigned to:	Kathleen Copeland	
	Target Completion Date:	06/30/2013	

		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

January 16, 2013

Indicator	IG12 - The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers. (85)
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Status	Tasks completed: 0 of 1 (0%)
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012
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	Index:	9	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Currently the parents are given the Compact at Back to School Night. The parents sign in as a record of participation.
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Plan	Assigned to:	Michael Hyder
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	How it will look when fully met:	Parents will have opportunities to discuss and give input on the Compact.
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	Target Date:	06/30/2013
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	Tasks:	
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	1. At the Spring Conference the Compact will be distributed to parents. They will be asked to review it and invited to return a feedback sheet giving input for changes.
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	Assigned to:	Kathleen Copeland
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	Target Completion Date:	06/30/2013
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	Comments:	
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Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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January 16, 2013

Indicator	IG11 - The student report card shows the student's progress in meeting learning standards. (86)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
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	Evidence:	The report card is standards based.
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January 16, 2013

ESEA Category: Technical and Adaptive Leadership

Clarifying district-school expectations

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Indicator	IC05 - Federal and state programs are coordinated and integrated with other local services and programs. (2888)
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Status	Tasks completed: 0 of 4 (0%)
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Assessment	Level of Development:	Initial: Limited Development 10/08/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	Objective - reduction in duplicated service means more cohesive and effective service to families and students Looks like after 1 year - district representatives participate in planning and implementation of community collaboratives. Looks like after 4 years - community collaboratives facilitate true partnership and shared responsibly toward meeting common goals.	
Plan	Assigned to:	Michelle Markle	
	How it will look when fully met:	Apprising principals and key stakeholders of progress as it is made throughout the development process.	
	Target Date:	06/30/2013	
	Tasks:		
	1. District personnel attend each of the following collaboratives: Ready for Kindergarten (focused on increasing registration and readiness for kindergarten and improving pre-K health and child a services), Communities Supporting Youth (focused on increasing school attendance for students of all ages), Ninth Grade Counts (focused on increasing the number of academic priority students who finish 9th grade with 6+ credits and over 95% attendance), Eliminating Disparities (focused on eliminating disproportionality based on both school and community indicators), MOU Group (government agencies working together to reduce barriers to service access and increase effectiveness and efficiency to service to students and families).		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Meet with principals and site Community Liason to collaboratively plan how common goals and actions around school improvement, including improving access to community services.		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		

	3. Apprising principals and key stakeholders of progress as it is made throughout the development process.
	Assigned to: Michelle Markle
	Target Completion Date: 06/30/2013
	Comments:
	4. Work with school improvement director to create process for how funds are spent at the building level.
	Assigned to: Michelle Markle
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	IC01 - The principal reports and documents the school's progress monthly to the superintendent. (2559)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 08/16/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Current level of development-not reporting monthly. Easily done with method/format of reporting.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Educator Effectiveness		
Aligning classroom observations with evaluation criteria and professional development		
Indicator	IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	This is mandated by the district.

January 16, 2013

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012

	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 need to define the leadership team.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	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:	Currently the principal performs an observation of each teacher and shares that feedback with them on the district Walk Thru format.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	Principal will report back to the staff regarding the trends seen in the monthly observations. Based on that information PD will be developed for the staff.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Principal informs the staff of the focus of the Walk Thru each month.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Principal will gather data and report trends to the staff by email.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Develop and deliver professional development during staff meeting time.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012
	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:	4/5 has begun this work, but we need this for the whole school.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	We have done this with our goals we create each year. This will continue and we will make these clear to all, not just Michael.

January 16, 2013

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	We have written goals and this is district policy.

January 16, 2013

Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	It is not this specific.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
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Status	Tasks completed: 0 of 4 (0%)
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	We need more PD for EAs not just once per year.
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Plan	Assigned to:	Michael Hyder
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	How it will look when fully met:	After 4 yrs, Fully Met: Principal's observations are directly linked to Professional Development Plan and Professional Growth Plan for each teacher. Walk-through evidence will include critical elements of professional development that are based in common expectations throughout the district. Each teacher participates in a full learning observation cycle and/or model classrooms are created and facilitated monthly. Looks like after 1 year: Expectations regarding effective teaching practices will be reflected in the walkthrough tool. Principal will post, with specific intention what he is looking for in weekly communication. Leadership team will analyze and discuss the information. PD plans may be adjusted based on this data. Monthly report regarding professional development will be made to the School Community Council on a monthly basis. Evidence: District-wide database of walkthrough data. Meeting notes from leadership team and School Community Council. Week-At-A-Glance publication. Professional development plan for each grade level PLC posted.
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	Target Date:	06/30/2013
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	Tasks:	
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	1. District data base to compile walkthrough data.	
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	Assigned to:	Michelle Markle
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	Target Completion Date:	06/30/2013
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	Comments:	
	2. Meeting notes that reflect the analysis and discussion regarding walkthrough data from leadership team to be shared with staff on monthly basis. School Community Council notes that reflect the monthly report regarding PD plan and input will be posted on web site.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
	3. Building principal and TOSA, Chris McMurray will facilitate professional development (PD) analysis with building PLC's. A priority list will be developed and acted upon. PD plan for each grade level PLC will be posted on school PLC google site.	
	Assigned to:	Chris McMurray
	Target Completion Date:	06/30/2013
	Comments:	
	4. Post monthly effective practices "look fors" in Week-At-A-Glance.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Staff meetings have been a place to share information as well as grade level teams, but more sharing can be utilized as well as creating mentors for new staff or for a particular skill.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Educator Effectiveness	
Engaging teachers in aligning instruction with standards and benchmarks	
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)

Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/16/2012	
	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:	Grade level teams are working together/Continue to work together to look at standards and common core.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 years, Fully Met: "I can" statements aligned to CCSS for literacy and math. Units of Instruction for literacy and math are aligned to "I can" statements. Criteria rubrics for mastery need to be developed. Year 1: CCSS alignment will be completed by district wide grade level teams. "I can" statements will be developed with time line for when each standard will be taught. Evidence: Alignment charts with time line completed and published. Alignment "I can" statements posted daily - measured through walkthrough. Grade level PLC notes to reflect the collection of data regarding CCSS for literacy.	
	Target Date:	06/30/2013	
	Tasks:		
		1. All teachers provided their grade level copy of "I can" statements that are aligned to CCSS for reading. All teachers inserviced on "I can" statements.	
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
		2. During monthly CORE Alignment meetings the district wide grade level teachers are developing the curriculum maps for reading.	
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

January 16, 2013

Indicator	IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(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:	Many teachers do not have time to teach units. Most teach using subject areas and do not use units.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIA04 - The Leadership team provides for articulation and alignment between and among all grade levels. (2561)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	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:	Curriculum mapping has happened in the past, but it has not happened recently. Again a challenge is limited time for staff to communicate with the other grades.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	NA	
	Target Date:	06/30/2013	
	Tasks:		
	1. NA		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. NA		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

January 16, 2013

ESEA Category: Educator Effectiveness	
Engaging teachers in assessing and monitoring student mastery	
Indicator	IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Most teachers do not teach using units.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)		
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Our teachers do not use many units. Math units of study could be an area of improvement in this area. A few teachers use pre/ post assessment.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)		
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Some grade level teams use pre/post assessments, but we are not sure if all teachers do this.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)		
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Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	The use of pre tests varies throughout the building.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 yrs, Fully Met: District-wide CFAs provided and used to plan / adjust instruction at least every other month. 1st Year: Teachers will use CFAs based on CCSS to drive individualized core instruction. Instruction will be differentiated based on pre-test results. Evidence: Copies of grade level pre-test results. Individualized instruction reflected in lesson plans.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Create common formative assessments (CFAs) that are directly tied to CCSS.		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Provide time and PD for teachers to create individualized instruction.		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

January 16, 2013

Indicator	IIB05 - All teachers re-teach based on post-test results. (95)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Teachers need to give post tests in order to be able to re teach skills. Time is needed to create quality formative	

		assessments which can be given with units. Training on rubric construction may be beneficial to the staff.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Educator Effectiveness

Engaging teachers in differentiating and aligning learning activities

Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Some teachers access the standards and teach to them. Others may not know how to access them and check on a yearly basis and realign lessons to new developments.
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	Looks like after 4 yrs: Teachers will develop and use a variety of activities based on CCSS and I can statements in reading and math. After Year 1: Teacher will post objectives for reading and use "I can" statements. This is recorded during walkthrough. Student learning activities will match the "I Can" statements.
	Target Date:	06/30/2013
	Tasks:	
	1. On the Walk Thru form the principal will note if the objective and lesson activity match.	
	Assigned to:	Kathleen Copeland
	Target Completion Date:	06/30/2013
	Comments:	
	2. Teachers will post the objective for reading lesson on the board.	
	Assigned to:	Kathleen Copeland
	Target Completion Date:	06/30/2013
	Comments:	
	3. Teachers complete the CCSS district alignment in reading.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
January 16, 2013		
ESEA Category: Educator Effectiveness		
Assessing student learning frequently with standards-based assessments		
Indicator	IID03 - Teachers receive timely reports of results from standardized and objectives-based tests. (101)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	Teachers use OAKS data and strand data immediately to re-focus their instruction.
January 16, 2013		
Indicator	IID04 - 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. (102)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	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 used to happen with a principal database reflecting all test scores, demographics gains and interventions (including title groups, summer school, after school, etc.) Students were then ranked by color based on their standing and risks. If this was used in the last year it was not made readily available to all staff.
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	After 4 yrs, Fully Met: Data Warehouse, managed by a data clerk, accessible to all teachers. Year 1: A district-wide assessment system that tracks student growth is operational and accessible to teachers. SWIS and eCBM are integrated into the Data Warehouse. Evidence: Print outs with blacked out names. Agenda / Outcomes of data team meetings (100% and 20%).
	Target Date:	06/30/2013
	Tasks:	
	1. SWIS data entered into the system.	
	Assigned to:	Jenny Locarno
	Target Completion Date:	06/30/2013

	Comments:	
	2. Attendance data entered.	
	Assigned to:	Sarah McGlohlon
	Target Completion Date:	06/30/2013
	Comments:	
	3. Academic data entered.	
	Assigned to:	Jennifer Knorr
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 need to align reading and math curriculum vertically in order to give our students common language and skills.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 currently have structure which allows teams to look at the instructional practices, data to show student learning, and a forum for discussion regarding core instruction. We need more consistency in our knowledge of what "core reading" actually is and how it affects student achievement.
Plan	Assigned to:	Michael Hyder

	How it will look when fully met:	After 4 years, Fully Met: Common formative assessments in literacy and math are utilized by all grade level data analysis teams to determine and identify the strengths and weaknesses in the curriculum and instructional strategies. 1st year: Select a common formative assessment Kindergarten through 5th grades in reading. Evidence: Selection has been made by the district.
	Target Date:	06/30/2013
	Tasks:	
	1. District will research and select the common formative assesement for reading K - 5 grades.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	2. Meet with district and elementary school principals to discuss district wide common formative assessments in reading K - 5 grades.	
	Assigned to:	Kathleen Copeland
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

January 16, 2013

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Most teams use student data to inform instruction but there are a few teachers that still require support.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(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:	Over the last two years, more teachers will bring data to support their concerns about students who need additional support or enhancement. The specialist staff has created a form guiding the teachers to record their concerns. It also has a place to record the interventions and data collected from the classroom. We need a list or menu of interventions that can be done in the classroom.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 years, Fully Met: Teachers will use student learning data to identify students in need of instructional support or enhancement. Looks like after 1 yr: Use the Common Formative assessments for reading to identify students who need additional support in learning.	
	Target Date:	06/30/2013	
	Tasks:		
		1. Decision and guidance from district school improvement department regarding common formative assessments that are going to be used at all four elementary schools.	
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
		2. Teachers will implement the use of the district common formative assessments.	
		Assigned to:	Kathleen Copeland
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
January 16, 2013			
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Going back to pre post testing, this is not universally used with teachers. It is difficult to identify those who need tutoring and those who need accelerated learning when this is not in place.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	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 currently have PLC teams and plan with grade level partners. Most teachers map individually but not collectively.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 need to give teachers more PD time to look at the standards to see what is new and has changed. Some teachers know and some don't. Strong teachers need to be paired with people who are struggling.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIIA03 - All teachers use objectives-based pre-tests. (112)	
Status	In Plan / No Tasks Created	

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	All teachers have standardized tests and progress monitor their students, but within the classroom, each teacher is making their own pre-tests. Some times there are pre and post tests made in PLC time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA04 - All teachers use objectives-based post-tests. (113)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Some teachers are doing this and some are not. Individually created most of the time. Some of the adopted curriculum is used as a resource, therefore not everyone is using the same post tests.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Some teachers track mastery on all subjects. Other teachers only use data from standardized tests to track progress.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Students need to have more instruction because they are constantly being tested with state testing and progress monitoring. Informal assessment is taken place in a variety of ways and not aligned. The record portion of informal assessments is lacking.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Small groups and differentiation is happening, but not based on pre tests and other assessments.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 yrs, Fully Met: Differentiation of assignments is occurring for all students. 1st year: Will have developed pretests and will begin to differentiate assignments for all students. Evidence: CFAs given and used to plan / adjust assignments as needed, grades, meeting or exceeding standards, growth of each student.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Alignment of CCSS for reading, with grade level teams beginning November 7th.		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		

	2. Need CFAs tgo be selected by department of school improvement.
	Assigned to: Michelle Markle
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 2 (0%)

January 16, 2013

Indicator	IIIA08 - All teachers review the previous lesson. (117)
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Status	Full Implementation
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Assessment	Level of Development: Initial: Full Implementation 09/08/2012
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	Evidence: All teacher do this, but the level of implementation varies.
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January 16, 2013

Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development: Initial: Limited Development 09/08/2012
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	Index: 3 (Priority Score x Opportunity Score)
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	Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development: All objectives are posted. Some teachers state them, some don't.
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Plan	Assigned to: Not yet assigned
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January 16, 2013

Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics. (120)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development: Initial: Limited Development 09/08/2012
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	Index: 9 (Priority Score x Opportunity Score)
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	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development: Some teachers who are not using technology are lacking in showing graphics. Some staff need additional support in using technology. Using technology should be mandated.
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Plan	Assigned to: Not yet assigned
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January 16, 2013

Indicator	IIIA13 - All teachers explain directly and thoroughly. (122)
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Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 varies amongst teachers. Some are new teachers and learning new curriculum which effects delivery and management.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA14 - All teachers maintain eye contact. (123)		
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Status	In Plan / No Tasks Created		
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Assessment	Level of Development:	Initial: Limited Development 08/16/2012	
	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:	Wide range of classroom management skills. Easy to measure but difficult to change process without support.	

Plan	Assigned to:	Not yet assigned	
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January 16, 2013

Indicator	IIIA16 - All teachers use prompting/cueing. (125)		
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Status	Full Implementation		
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Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	Everyone uses a common signal. All students know how to respond to cues by a variety of adults.	

January 16, 2013

Indicator	IIIA17 - All teachers re-teach when necessary. (126)		
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Status	In Plan / No Tasks Created		
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 could be fixed by collecting and reviewing data.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIIA19 - All teachers review with questioning. (128)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	All teachers use questioning skills in a variety of ways, but not all teachers are using higher level questions.

January 16, 2013

Indicator	IIIA20 - All teachers summarize key concepts. (129)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Some summarize during the end of daily lessons. Once again this could be easy to address if teachers observe sample opening and closing lessons.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 connects with how you set up your lessons. Teachers need to focus on objectives and be mindful of the open ended questions that you are going to ask.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)	
Status	In Plan / No Tasks Created	

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 would be easy to do for all levels if given a list of ideas. 4/5 teachers do this more because of age appropriateness. This could be done in primary with easier tasks.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA26 - All teachers encourage students to check their own comprehension. (135)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Explain why not a Priority or Interest:	We need to have the lesson format aligned before we get to this piece.	

January 16, 2013

Indicator	IIIA28 - All teachers travel to all areas in which students are working. (137)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Many teachers are doing this, but few are not. You would be easy to access if you are in the mix with them. This would be easy to fix if teachers were required to be actively engaged in core teaching times.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA29 - All teachers meet with students to facilitate mastery of objectives. (138)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	Every teacher is doing reading groups and personally meets with kids who are not meeting. Some teachers are doing small group math, but many are not. This could be an easy fix.	

January 16, 2013

Indicator	IIIA30 - All teachers encourage students to help each other with their work. (139)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Many are with pair share, small group, table groups, and questioning skills. However, some do direct instruction and independent work. This would be easy to fix with PD and mentor teacher observations.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback). (140)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	All teachers do this, but in a variety of ways.	

January 16, 2013

Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	All teachers understand how to connect and empathize with backgrounds and home life.	

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound homework practices and communication with parents

Indicator	IIIB01 - All teachers maintain a file of communication with parents. (150)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	All teachers keep record of when they talk to parents and make copies of notes.	

January 16, 2013

Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)		
Status	Not a priority or interest		

Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012
	Explain why not a Priority or Interest:	This is done by the report cards and conferences.

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound classroom management

Indicator	IIIC02 - Transitions between instructional modes are brief and orderly. (157)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	Teachers have systems in place for transitions.

January 16, 2013

Indicator	IIIC05 - All teachers use a variety of instructional modes. (160)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Teachers need ideas. This could be done by making lists with other teacher's idea and peer observations.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: District and School Structure and Culture

District and School Structure and Culture

Indicator	CUL1.1 - The principal works with teachers to expand learning options that will increase student engagement. (2917)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	The principal delegates this to the literacy coach. He models engagement in staff meetings, but does not actively work with

		teachers on this.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.2 - All teachers demonstrate high expectations for all students regardless of race, economic status disability, or any other distinguishing characteristics (2918)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	Teachers expect all students to succeed. Shaver has a high score of closing the achievement gap.

January 16, 2013

Indicator	CUL1.3 - All students have access to and participate in rigorous curriculum. (2919)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (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 strongly focusing on the lower/low average achieving students, which often leaves out the higher achieving kids.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.4 - All students perceive the school environment and staff as respectful. (2920)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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 common school rules, but they are implemented differently.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.5 - The school principal and staff work together to create a respectful environment with consistent school rules and expectations. (2921)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 need to agree on common school rules and negative behavior consequences.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.6 - All staff positively reinforce expected behaviors. (2922)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012	
	Evidence:	We have a good tiger paw system and all classroom teachers have positive rewards that work well.	

January 16, 2013

Indicator	CUL1.7 - The school leadership and teachers understand and practice an agreed upon procedure for handling problem behaviors, referrals and suspensions. (2923)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 used to have systems, but there is a lack of systems now. We need a consistent plan across the board.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.8 - The school leadership team and teachers build structures and procedures for monitoring the impact that adult actions have on student success. (2924)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	There is not a built in structure, but this happens at classroom/team levels.	

Plan	Assigned to:	Not yet assigned
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January 16, 2013

Indicator	CUL1.9 - The school leadership team and teachers examine behavior trend data regularly and use the data to make proactive, systemic changes to improve student behavior. (2925)	
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	PBIS team meets to make changes on student behavior, but not the leadership team and teachers.	

Plan	Assigned to:	Not yet assigned
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January 16, 2013

Indicator	CUL1.10 - School and district leaders actively promote a shared vision for cultural awareness and an understanding of diversity among students, staff, and community. (2926)	
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	Most teachers are culturally sensitive. However, this is a deep seeded issue that could maybe be addressed by training	

Plan	Assigned to:	Not yet assigned
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January 16, 2013

Indicator	CUL1.11 - The school principal works with teachers to build flexible schedules that provide additional instructional time in core areas, focusing on the areas of greatest student need (2927)	
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	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:	Scheduling is difficult in our building. Our schedule is not focused on utilizing all staff and time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.12 - Teachers and principals build structures and procedures for monitoring the impact that adult actions have on student success. (2928)		
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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 going to start observing other teachers in other buildings to get ideas, but also for accountability.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.13 - District and school reaches out to parents and community in regular and meaningful ways. (2929)		
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	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 don't have all languages accounted for all the resources to communicate with them.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Family and Community Involvement

Sharing leadership with the school community

Indicator	SL1.2 - Parents are included on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel. Where site governance bodies exist, give equal representation to		
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	parents. (2891)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	There is space for parents on those councils, but very little implementation and nearly no attendance. For those meetings to be attended, documents should be translated and interpreters should be present. Complex policy issues and decisions should be explained in a way that is accessible to non-education professionals.
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	After 4 yrs, Fully Met: Parents members of the School Community Council are trained and well versed in the areas of school policy, curriculum, budget, school reform initiatives, personnel, and safety. 1st year: Parents have a majority representation in the School Community Council. Training has been given to parents regarding policy, curriculum and budget. Evidence: Site Council (School Community Council) minutes. PD training agenda for parent outline with date administered.
	Target Date:	06/30/2013
	Tasks:	
	1. Need to add at least one more parent to our School Community Council membership.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
	2. Parent training needs to take place outside of the regular School Community Council meeting time.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

January 16, 2013

Indicator	SL1.3 - The school seeks and encourages parental participation in decision-making that affects all students. (2892)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012

	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:	Parents are asked, but incentives need to be offered. For example speaking with their employers to see if hours can be counted for volunteering, offering pay for service, hiring a parent as a liaison or coordinator.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	SL1.4 - The school provides training for staff and parents on collaborative partnering and shared decision making. (2893)		
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Would be really powerful for both staff and parents to see each other as partners in their child's academic success.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	SL1.5 - The school has a written statement of purpose for its Parent-Teacher Organization. (1554)		
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 a written guideline for our group but it complicated and not well understood by our parent demographics. It is and official governing document and it should read more like a mission statement so it is clear and easy to translate into various languages.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Family and Community Involvement

Defining the purpose, policies, and practices of a school community

Indicator GR1.1 - The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	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:	The school has already has advised parent on different strategies it can use with their children. The barriers are based in the multiple languages spoken within the Shaver community.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator GR1.2 - The school's mission statement is distinct, clear, and focused on student learning. (201)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	A team created the mission statement years ago and it has been displayed on campus on the school website	

January 16, 2013

Indicator GR1.3 - The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 10/10/2012	
	Evidence:	The compact goes home during the first parent-conferences in multiple languages.	

January 16, 2013

Indicator GR1.4 - The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	At fall conferences yearly, signed, collected and tracked.	

January 16, 2013

Indicator GR1.5 - School celebrates its accomplishments. (178)

Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012
	Evidence:	Monthly assemblies take place where classes with high attendance are celebrated and individual accomplishments.

January 16, 2013

Indicator	GR1.6 - The school establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity. (2895)	
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Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (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 implemented in our school in most classes but not school wide nor is there a specific policy.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	GR1.7 - The school involves parents in setting student goals each year and in planning for post-secondary education and careers. The school encourages the development of personalized education plan for each student, where parents are full partners. (2896)	
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Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/08/2012
	Explain why not a Priority or Interest:	We have too many other fundamental pieces that are not in place. We will address this in year three or four.

January 16, 2013

Indicator	GR1.8 - The Student Report Card includes the student's progress toward learning standards. (1854)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	Report card reports progress towards learning standards.

January 16, 2013

Indicator	GR1.9 - The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)	
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Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012
	Explain why not a Priority or Interest:	There are more pressing issues, but this will be included in 2-3 years when we address parent involvement.

January 16, 2013

ESEA Category: Family and Community Involvement**Providing two-way, school-home communication linked to learning****Indicator CM1.1 - The school's Compact, and learning standards are routinely reviewed and discussed at faculty meetings. (2897)****Status** Not a priority or interest**Assessment** Level of Development: Initial: **No development or Implementation** 10/10/2012

Explain why not a Priority or Interest: Not at this time. It would be important to implement this next year.

January 16, 2013

Indicator CM1.3 - The school's key documents (Parent Involvement Plan, Mission Statement and Compact, are annually distributed to teachers, school personnel, parents, and students. (2899)**Status** Not a priority or interest**Assessment** Level of Development: Initial: **No development or Implementation** 10/10/2012

Explain why not a Priority or Interest: We don't have this in place but will address it next year.

January 16, 2013

Indicator CM1.4 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents and are translated for non-English speaking parents. (2900)**Status** In Plan / No Tasks Created**Assessment** Level of Development: Initial: **Limited Development** 10/10/2012

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (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: It is included but the mission statement is going to be updated.

Plan Assigned to: Not yet assigned

January 16, 2013

Indicator CM1.5 - The school disseminates information on school reforms, policies, discipline procedures, assessment tools, and school goals, and includes parents in any related decision-making process. (2901)**Status** In Plan / No Tasks Created**Assessment** Level of Development: Initial: **No development or Implementation** 10/10/2012

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(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:	It's is not disseminated but can be sent home at the beginning of the year, conferences, and on the website.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM2.1 - Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/08/2012	
	Evidence:	Held twice a year with over 90% participation.	

January 16, 2013

Indicator	CM2.3 - All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences. (1592)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Explain why not a Priority or Interest:	Some teachers use this format but not across the school. This would be helpful for all elementaries in the district.	

January 16, 2013

Indicator	CM2.5 - Records of persons attending parent-teacher conferences and Next Steps are maintained and provide teachers in subsequent years. (1827)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Explain why not a Priority or Interest:	We do not keep individual records of attendees, but only percentages of total attending.	

January 16, 2013

Indicator	CM3.1 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	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:	While some teachers do this very well, all teachers face challenges around language and cultural barriers along with parent availability. In some of the cultures here at Shaver, parents are not comfortable questioning the teacher therefore conversation is one-sided. In a high poverty school,	

		telephone communication can be spotty
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	After 4 years, Fully Met: The number of parents and the amount of involvement is increased. Classroom teachers keep log of parent phone calls. 1st Year: Monthly newsletter to parents from teachers. School personnel contact parents for discipline, attendance, and positive comments. Conversations between teachers and parents are ongoing and take place during PT conferences, Parent Organization meetings, School Community Council meetings, and informal meetings with principal and parents. Evidence: Copies of newsletters, phone log of calls made, attendance records from PT conferences and sign-in sheets from parent meetings. Parent survey results.
	Target Date:	06/30/2013
	Tasks:	
	1. Teachers call parents of student after two consecutive days of absence as per district policy, keep track in parent contact log.	
	Assigned to:	Jenny Locarno
	Target Completion Date:	06/30/2013
	Comments:	
	2. A copy of monthly newsletter from classroom to be sent home with student, include section regarding common district compact. Post on web site.	
	Assigned to:	Sarah McGlohlon
	Target Completion Date:	06/30/2013
	Comments:	
	3. Have certified teachers sign-up to attend at least one Parent Organization meeting per year.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	CM3.2 - Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Some teachers do this with reading logs and inviting parents in. Support in lesson ideas and PD would be needed to help teachers do this well based on the Shaver community needs.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.3 - Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)		
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Teachers can talk to their kids about talking with their parents. Send home newsletters with reminders and ideas.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.4 - Parents are familiar with the "curriculum of the home" and discuss it with teachers. (190)		
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	See prior indicator.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.5 - The school encourages staff members to demonstrate respect for families and the family's primary role in the rearing of the children to become responsible adults. (2902)		
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
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	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Holding staff training a on proven effective ways to use parents as partners in their student' education would be very effective.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.6 - The school uses a variety of communication tools on a regular basis, to facilitate two way communication on student progress and accomplishments. (2903)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/08/2012	
	Evidence:	Monthly newsletter is a school-wide requirement, either paper copy or online. Student work is sent home regularly. Conferences are held twice a year.	

January 16, 2013

Indicator	CM3.7 - The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/08/2012	
	Evidence:	Communications are sent home regularly by school staff and classroom teachers.	

January 16, 2013

Indicator	CM3.8 - The school reaches out to all families, not just those who attend parent meetings. (2904)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Some teachers send home to newsletters and will chat with parents when they are in, but there is an idea of who is an involved parent (who wants to help) and then the parents who must not have the time or must not want to be involved. There are not multiple occurrences of outreach to parents.	
Plan	Assigned to:	Not yet assigned	

Indicator	CM4.1 - The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/08/2012
	Evidence:	Every teacher talks about expectations for school and how parents can support this at home.

Indicator	CM4.4 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are routinely discussed at Open Houses. (1855)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	All teachers implement some of this, but there isn't school-wide generic forms/common agreements to address each of these areas.
Plan	Assigned to:	Michael Hyder
	How it will look when fully met:	After 4 yrs, Fully Met: Key documents will be translated to reach 90% of students. 1st Year: Key documents, parent involvement policy, mission statement, compact, homework guidelines, classroom visit procedures, fully developed. Evidence: All documents are published, translated in the top 2 languages, and available online and in print. Interpretation services provided at Open House and invoiced.
	Target Date:	06/30/2013
	Tasks:	
	1. Parent involvement policy document, homework guidelines, classroom visit procedure documents need to be developed.	
	Assigned to:	Michael Hyder
	Target Completion Date:	06/30/2013
	Comments:	
	2. Documents will be published in print and online in English and Spanish.	
	Assigned to:	Sarah McGlohlon
	Target Completion Date:	06/30/2013

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

January 16, 2013

Indicator	CM5.1 - The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Parents now are able to log in to the synergy system to see their student' information, but we have not given them the log in information or done any training.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CM5.2 - The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources. (2905)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	There is information on the website but it is not terribly easy to use and is just a basic calendar. There are links that are to other learning sites.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CM5.3 - The school's newsletter includes articles by parents, information on home support of learning, announcements of parent activities, and provides procedures on how parents may submit items. (1573)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	A newsletter goes home once a month in English and Spanish with events and upcoming activities and news.

January 16, 2013

Indicator	CM5.4 - The school has a bulletin board near the front entrance that includes information on home support for learning, announcements, parent activities, and provides procedures on how parents may post information. (1574)
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Most of the information is there, but there is no policy on how parents themselves can post.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Family and Community Involvement

Educating parents to support their children's learning and teachers to work with parents

Indicator	ED1.1 - Parent education programs include some multi-session group experiences with specific agendas. (191)
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	working with partner agencies we offer parenting classes and ESL classes for adults, attendance is lower amongst our English speaking parents. We would like to offer ,ore of a variety of classes to all our parents.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ED1.3 - Parent education programs are led by trained parent leaders. (206)
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 parent lead small events but not educational programs lead by our own parents. This would take training for them.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ED1.4 - The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Parent tips on ways to set up learning environments have happened at Shaver, a challenge is having time for teachers to advise on new ways and to keep activities varied and engaging for parents. We'd like to avoid repeating the same parent education events year after year.	
Plan	Assigned to:	Michael Hyder	
	How it will look when fully met:	After 4 yrs: Development of the "curriculum of the home." AVID parents nights for K-5 students on all of the components of AVID. 1st Year: 2 AVID parent nights for 4/5 parents that focus on teaching parent about AVID and the goals of the program Evidence: Agendas from parent nights.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Development of the "curriculum of the home."		
	Assigned to:	Michelle Markle	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Further development of AVID strategies for all grade K-5. We have three teachers trained at this time and need to expand.		
	Assigned to:	Michael Hyder	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Regular reports and updates from AVID team at our regularly scheduled staff meetings.		

		Assigned to:	Greg Nakashima
		Target Completion Date:	06/30/2013
		Comments:	
	4. Planning of two parent informational sessions, one at annual Open House and one at annual literacy night in the spring.		
		Assigned to:	Jody Tucker
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

January 16, 2013

Indicator	ED1.6 - The school surveys parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty. (2906)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Explain why not a Priority or Interest:	There is not a survey that goes to all parents. This will be included in our volunteer plan.	

January 16, 2013

Indicator	ED1.9 - The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012	
	Evidence:	All teachers communicate with parents about reading and reading support strategies, through meetings, parent nights, and report cards.	

January 16, 2013

Indicator	ED1.10 - The school provides parents with practical guidance on the learning standards. (1826)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	In the past, there was a district brochure for parents that addressed common core standards in parent-friendly terms. It would be beneficial to have the District publish one of these for each grade level across the district.	
Plan	Assigned to:	Not yet assigned	

Indicator	ED2.1 - The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	A family resource library exists in the SUN room, but includes mostly children's books and cooking books. We offer parenting classes, but don't have books available in various languages on parenting.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ED3.1 - The school has an organized and easy, accessible program for utilizing parent volunteers, which provides ample training on volunteer procedures and school protocol. (2907)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Currently, we have very few volunteers, and there is not a system to access or tap into our community.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ED3.3 - The school ensures that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment. (2908)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Some teachers include this option when working with parents, but it is not school wide.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	ED3.4 - The school ensures that volunteer activities are meaningful and built on volunteer interests and abilities. (2909)
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/10/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Our partnership with SUN lends to a larger volunteer base, but it is not organized and not based on volunteer's interests, but more of what the program needs.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	ED4.1 - Professional development programs for teachers include assistance in working effectively with parents. (1588)
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Status Not a priority or interest

Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012
	Explain why not a Priority or Interest:	This is an important piece of education but at this time, it is not a priority. This will be addressed in 3 years.

January 16, 2013

ESEA Category: Family and Community Involvement

Connecting members of the school community to support student learning

Indicator	CN1.1 - The school provides "intragenerational associations" in which students of different ages are brought together to learn. (193)
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/08/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (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:	Buddy classes used to happen more at the school but are now difficult due to dedicated learning blocks and other scheduling issues. Varying age learning and play happens often in the

		after school program.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CN1.2 - The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)	
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Status	In Plan / No Tasks Created	
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Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Parent and community volunteers in the classroom vary depending on the parent and the teacher's willingness and ability to direct a volunteer while teaching. Another challenge is the fingerprinting requirement for volunteers which can be a financial burden in a high poverty school as well as an intimidating cultural barrier for immigrant families. It can be difficult to find tasks for episodic volunteers and many working parents have difficulty committing to a regular schedule. We see more volunteerism at events and at non-classroom activities like food pantry and garden work days because there is a volunteer coordinator available to assist with paperwork, assign roles, and track hours.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN1.3 - The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)	
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Status	In Plan / No Tasks Created	
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Assessment	Level of Development:	Initial: No development or Implementation 09/08/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Provide a meeting space for parents and have teacher available to guide the process.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN2.1 - Office and support staff are trained to make the school a "welcoming place" for parents. (1593)	
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Status	In Plan / No Tasks Created	
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Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	All staff should treat parents as welcome guest and should offer assistance when parents enter the building. Having more staff who speak the languages of our families who go a long way in building beneficial connections.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN2.2 - The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Explain why not a Priority or Interest:	We do safety walk throughs and welcome parents to individual events, but many things are looked at through a safety lens and how to keep things out versus how to welcome people in.	

January 16, 2013

Indicator	CN2.3 - A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 10/10/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	A box could be put out but the question would be who would look at those suggestions and how they are addressed.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN2.4 - School personnel met in the hallways are friendly and offer assistance. (1851)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012	
	Evidence:	Most of the time school staff are friendly, but not all take a moment to welcome parents in.	

January 16, 2013

Indicator	CN2.5 - Signs at all school entrances are in multiple languages and clearly welcome and		
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	guide families and visitors to the main office to sign in. (2910)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/10/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Not all entrances have signs, and they are not all directive in multiple languages.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN3.1 - The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students' learning. (1594)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/08/2012	
	Evidence:	We have several opportunities for this, two conferences, two curriculum nights, and back to school night.	

January 16, 2013

Indicator	CN3.2 - All-school events (e.g., family reading night) include parent-child interactive activities. (199)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/08/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(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:	Most events do this, but not every one. Some are adult education and children are placed in child care, some are for the students and parents are with their children while they play, and some are for both to interact together. Again, the challenge is the availability of skilled professionals having enough time to plan meaningful engaging activities that can be explained in a variety of languages.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN3.3 - The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact, "curriculum of the home"). (2911)		
Status	Full Implementation		

Assessment	Level of Development:	Initial: Full Implementation 10/08/2012
	Evidence:	We currently have five parent nights, including open house, math night, literacy night, and two evenings that focus on English language development.

January 16, 2013

Indicator	CN3.4 - Family-School Nights include interactive, parent-child activities. (1853)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	Parents are invited in to multiple activities per year and are working on projects with their students and are often able to take home materials to work on at home.

January 16, 2013

Indicator	CN4.1 - The school provides a room for parents to meet. (1599)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	Parents have access to the SUN room as well as other rooms for meetings and classes.

January 16, 2013

Indicator	CN5.1 - The school distributes information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community. (2912)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	We have SUN, Boys and Girls Club, food pantry, and Trilium.

January 16, 2013

Indicator	CN5.2 - The school informs staff members of the resources available in the community and strategies for utilizing those resources. (2913)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	We know who to talk to when our families need help.

January 16, 2013

Indicator	CN5.3 - The school collaborates with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education. (2914)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	Adult ESL classes twice a week. Parenting classes are available. Cooking classes with families.

January 16, 2013

Indicator	CN5.4 - The school links parents to programs and resources within the community that provide support services to families. (2915)
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	SUN helps parents with rent and energy assistance, clinic at high school, food pantry on site.

January 16, 2013

Indicator	CN5.5 - The school fosters student participation in community service. (2916)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/10/2012
	Evidence:	We have classroom and school jobs, Americorp is at our school works with our kids after school teaching leadership skills.

January 16, 2013

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