

# 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.

## Russell Academy

### 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy (36)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/06/2012	
	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 a site council and were PLC team leaders previously. The PLC leadership position was disbanded due to budgetary issues.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID02 - All teams have written statements of purpose and by-laws for their operation. (37)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/12/2012	
	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 assembling of a leadership team structure is a priority at Russell.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID03 - All teams operate with work plans for the year and specific work products to produce. (38)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	We have had effective collaborative teams in the past but budget has limited what we are able to do currently.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings. (39)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Just need to remind across grade levels.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID05 - All teams maintain official minutes of their meetings. (40)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012	
	Evidence:	We have detailed minutes of all meetings within the building.	

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<b>Indicator</b>	<b>ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	This will just mean me readjusting how I organize all agendas and meeting minutes.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>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)</b>		
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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 will be a priority in our plan.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)</b>		
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Once the team is established this will be part of the function of it.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)</b>		
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	This would include the site council and school-wide data team meetings that we currently have. We could increase what we discuss and do during them.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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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)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	As a new principal I am going to be working through this as taking on a new building and structures	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: School Leadership Team is Formed and Functioning which would include team leaders. 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. 1 year goal: School leadership team will be established. 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.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Formation of leadership team		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2013	

		Comments:	
		2. Agendas at site council/leadership team are looking at data trends in reading and math	
		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2013
		Comments:	
		3. Invite teachers representative of the different grade levels to participate in a school leadership team.	
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

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<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012	
	Evidence:	We have had strong grade level teams for several years. The teams function to review data, focus on student learning, setting goals, and moving new instructional strategies forward.	

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<b>Indicator</b>	<b>ID12 - Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012	
	Evidence:	We meet regularly in planned meeting with our grade level teams. They are structured using note taking and agendas.	

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<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	Explain why not a Priority or Interest:	We do not have adequate funding to sustain this. When we had funding this was done.	

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<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	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)
Plan	Describe current level of development:	We need to distribute on a community level, or inform community of changes.	
	Assigned to:	Heather Bailey	
	How it will look when fully met:	Full Implementation: Team meets regularly to review revisions of school level plan with staff, district personnel & community members of any changes. Year 1: The leadership team meets regularly with an emphasis on reviewing the plan. Evidence: Plan as well as notes from the meetings.	
	Target Date:	06/30/2012	
	Tasks:		
	1. Schedule monthly meetings for leadership team (site council).		
	Assigned to:	Judi Soliway	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Inform stakeholders of any changes in school level plan.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 10/08/2012	
	Evidence:	The parents on the SCC are not employees of the district.	

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<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	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:	We need to post agendas and minutes on the Russell website.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: See indicator ID10. Evidence: See indicator ID10. Tasks: 1. Post current site council meeting notes on Russell website.- Susan Cooper. 2. Keep record of agendas and notes.	
	Target Date:	06/30/2013	
	Tasks:		
	1. 1. Post current site council meeting notes on Russell website.-		
	Assigned to:	Susan Cooper	
	Target Completion Date:	11/01/2012	
	Comments:		
	2. 2. Keep record of agendas and notes and sends them to Susan Cooper.		
	Assigned to:	Judi Soliway	
	Target Completion Date:	01/01/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (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 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	As a new administrator we need to relook at our school's mission & goals... we need to think long and short term.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Principal provides regular review through staff	

		meetings regarding the mission, goals and vision of the school. In addition, shared at Back to School Night, Parent Newsletters. Looks like after 1 yr: Principal's will review the school's mission. Evidence: Mission / Vision and Goals shared annually at Opening of School, Parent Night, Newsletter, and Website. Principal's will provide a clear outline of each stakeholders steps to helping achieve the school mission ie.. Staff, students, parents, and community.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Prepare staff meeting to review current mission.. looking to make revisions.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	2. Communicate to families the mission/vision of school at TBD Family Curriculum nights	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	3. Attend neighborhood association meeting and convey the schools vision & direction.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	4. Revise handbook to include mission/vision of school and district.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

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<b>Indicator</b>	<b>IE02 - The principal develops the leadership capacity of others in the school. (53)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 is a priority to me as school principal	



<b>Plan</b>	Assigned to:	Not yet assigned
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<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	The principal attended as time allowed during the work day.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)</b>
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**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This has happened through professional development, as well as data teams, PLC's and also during staff meetings.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Principal and School Leadership Team provide a professional development plan that includes professional learning communities, establishing instructional goals, and analyzing student outcomes, RTI, and ELD instruction. 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. After 1 year: Focus on PD on how to conduct a Professional learning community that focuses on teacher instructional strategies. PLC meetings will use classroom data to drive improvement of classroom instruction. 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 and post minutes of their discussion. Teachers will document student growth and successful instructional practices.	

	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Inservicing the staff on how to conduct a PLC that is centered around student growth and how it impacts their classroom instructional strategies.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	2. PLC teams will meet every 4 weeks to review student data and make instructional decisions	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	3. Principal will collect monthly PLC notes to monitor progress.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

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Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	This is a time issue on my part. I have to have time freed up to visit classrooms regularly.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: The principal monitors curriculum and classroom instruction regularly. Looks like after 4 yrs: Principal will provide feedback on curriculum and instruction at least twice a month per certified teacher. 1 year Plan: Walk-throughs, one per month per teacher. Evidence: Principal provides electronic feedback and tracks progress of goals through a district database, and reports data out to School Leadership team and teachers.	
	Target Date:	06/30/2013	
	Tasks:		

	1. Monthly walk-through observations of all teaching staff
	Assigned to: Heather Bailey
	Target Completion Date: 06/30/2013
	Comments:
	2. Entering data into district created walk-through tool
	Assigned to: Heather Bailey
	Target Completion Date: 06/30/2013
	Comments:
	3. Share out of observation data (general) with leadership team
	Assigned to: Heather Bailey
	Target Completion Date: 06/30/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 3 (0%)

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<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Success needs to be celebrated	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>IE12 - The principal personally engages parents and the community in the improvement process. (63)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 is in process currently.
<b>Plan</b>	Assigned to:	Not yet assigned

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<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	I am thinking of adding a comment box for community & staff to voice concerns and comments.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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#### **ESEA Category: Technical and Adaptive Leadership**

#### **Helping parents to help their children meet standards**

<b>Indicator</b>	<b>IG01 - Parent policies, activities, and programs cultivate the "curriculum of the home." (75)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This could be done through hosting parent/family workshops to encourage school behavior at home.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>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)</b>
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**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	In the monthly newsletter I will look at including and highlighting different learning standards and how parents can help the success of their child	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: To communicate regularly with our families, including information about learning strategies, their children's progress and the role in their child's school success we will have parent-teacher conference two times a year, two AVID/Curriculum nights for K-5th grade students, Send home a bi-monthly newsletter to families. Looks like after 1 year: We will have 1 curriculum AVID night for our families and will publish a bi-monthly newsletter that is sent via paper as well as posted on the school website. Conferences are scheduled twice a year. Evidence: Sign in sheet and agenda from family curriculum night. List of Parents who attended conferences. Copies of newsletters.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Set up date for AVID and curriculum family night for K-5th grade students.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Set agenda for family curriculum nights that will target specific ways that they can help the success of their child.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	3. Send home bi-monthly newsletter targeting specific strategies that parents can use to help their children at home.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

January 16, 2013

<b>Indicator</b>	<b>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)</b>
<b>Status</b>	<b>In Plan / No Tasks Created</b>

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	We are starting to use planners as a daily communication between home and school with a family focus on education	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>IG06 - Parents receive practical guidance to encourage their children's regular reading habits at home. (80)</b>		
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 family reading night, read across America, we discuss reading during conferences, reading tips on newsletters	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IG07 - Parents receive practical guidance to model and encourage respectful and responsible behaviors. (81)</b>		
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is done on a limited basis during IEP's and UFB meetings as well as in limited amounts during parent teacher conferences.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IG08 - Parents are given opportunities to meet with each other to share their child-</b>		
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	<b>rearing concerns and successes. (82)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012
	Explain why not a Priority or Interest:	We do not have funding to lead parenting classes at the school.

January 16, 2013

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012
	Evidence:	We have parent-teacher conferences two times a year.

January 16, 2013

<b>Indicator</b>	<b>IG12 - The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers. (85)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012
	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 hand out the compact but it is not discussed regularly with the families.
<b>Plan</b>	Assigned to:	Heather Bailey
	How it will look when fully met:	After 1 year: Team of teachers and parents will work in collaboration to develop a school compact that outlines key expectations for all students, parents, and teachers and works towards the goal of increasing student achievement. The compact which was given during fall conferences will again be a part of spring conferences, we will give parents an opportunity to review and discuss the compact and any additions or modifications that would make it more meaningful to them.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Work with school site council to review and develop a school compact.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	2. Review compact at spring conferences.	

		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2013
		Comments:	
	3. After conferences we will gather the input and use the information to develop a new compact for the 13-14 school year.		
		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

January 16, 2013

<b>Indicator</b>	<b>IG11 - The student report card shows the student's progress in meeting learning standards. (86)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	We have a standards based report card (but it doesn't match common core standards)	

January 16, 2013

<b>ESEA Category: Technical and Adaptive Leadership</b>			
<b>Clarifying district-school expectations</b>			
<b>Indicator</b>	<b>IC05 - Federal and state programs are coordinated and integrated with other local services and programs. (2888)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	<p>Objective - reduction in duplicated service means more cohesive and effective service to families and students.</p> <p>Looks like after 1 year - district representatives participate in planning and implementation of community collaboratives.</p> <p>Looks like after 4 years - community collaboratives facilitate true partnership and shared responsibly toward meeting common goals.</p>	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	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 responsibility toward meeting common goals.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Work with school improvement director to create process for how funds are spent at the building level.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	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. 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:	
	4. 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:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

<b>Indicator</b>	<b>IC01 - The principal reports and documents the school's progress monthly to the superintendent. (2559)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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 is already being done on different levels with the superintendent as well as department heads.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

#### **ESEA Category: Educator Effectiveness**

#### **Aligning classroom observations with evaluation criteria and professional development**

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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 will need to change how we use our data and how we compile it to make it useful for the school as a whole	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	This would be a good direction to help drive our professional development	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)</b>		
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Status		Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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 shift the focus of the walk through tool to be used to drive PD	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Principal's observations are directly linked to Professional Development Plan and Professional Growth Plan for each teacher. The walk-through evidence will include critical elements of professional development 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: Principal's observations are directly linked to Professional Development Plan and Professional Growth Plan for each teacher. The walk-through evidence will include critical elements of professional development throughout the district. Evidence: District-wide database of observation data to analyze and evaluate with the School Leadership team. Tasks: 1. Goal setting meetings with all staff- Heather 2.Monthly walk-through observations of all teaching staff- Heather 3. Entering data into district created walk-through tool- Heather 4. Share out of observation data (general) with leadership team- Heather	
	Target Date:	06/30/2013	
	Tasks:		
	1. Goal setting meetings with all staff		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Monthly walk-through observations of all teaching staff		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	3. Entering data into district created walk-through tool		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	4. Share out of observation data (general) with leadership team		

		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

January 16, 2013

<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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 is a direction that we are going to move during this year. To have peer observations help to drive what good instruction & classroom management looks like.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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 do this on a limited basis using the Parkrose Instructional Framework. We have not incorporated a specific self-assessment.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)</b>
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**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Goals were based on the SIP plan and teacher choice, there was a district mandate of a language/learning objective goal in the plans.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	The professional development has not been consistent as to what we are working on. We don't spend enough time focusing on just one area.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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 is the direction we want to go.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Principal's observations are directly linked to Professional Development Plan and Professional Growth Plan for each teacher. The walk-through evidence will include critical elements of professional development 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: Principal's observations are directly linked to Professional Development Plan and Professional Growth Plan for each teacher. The walk-through evidence will include critical elements of professional development throughout the district. Evidence: District-wide database of observation data to analyze and evaluate with the School Leadership team.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Goal setting meetings with all staff	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	2. Monthly walk-through observations of all teaching staff	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	3. Entering data into district created walk-through tool	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	4. Share out of observation data (general) with leadership team	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	5. Schedule teachers to do walk-through peer observations with grade level as well as vertical teams	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 is a high priority	
<b>Plan</b>	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 4 (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:	This is foundational to the instruction of students. We need to improve on our understanding of the CCS and aligning across grade levels in vertical teams to ensure that students are on track to graduate. We have a background in this, but we need to adapt them to the current standards and we need to talk cross grade levels.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective:Teachers instruction will be based on CCSS and criteria for mastery. Looks like after 1 yr: I can statements aligned to CCSS Looks like after 4 yrs: Units of Instructions are aligned to I can statements. Evidence: "I can" statements posted daily - measured through walkthrough	
	Target Date:	06/30/2013	
	Tasks:		
	1. All teachers inserviced on I can statements.		

		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	2. All teachers given copies of I can statements aligned to CCSS for their grade level.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
	3. Teachers will post I can statements, teach the concepts and refer throughout lessons.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
	4. Students are able to begin to articulate their understanding of the I can statements to family, peers, teachers and or administrator. -Measured through walkthrough by administrator		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

January 16, 2013

<b>Indicator</b>	<b>IIA03 - Objectives are leveledd to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Teachers do well in reading and writing, but need additional work in math.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIA04 - The Leadership team provides for articulation and alignment between and among all grade levels. (2561)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	Unaware of a leadership team that makes these decisions. No conversation is had among teachers because everyone is very segregated and time-constraints.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Creation of vertical curriculum teams in Reading and Math. Looks like after 4 yrs: Vertical teams will continue and develop the vertical alignment looking at data to analyze student growth, student work and integration of subject areas. Evidence: List of committee members and minutes from meetings. 1. Formation of vertical math team- Heather 2. Formation of vertical reading team- Heather 3. Create a google doc folder that contains minutes from meetings- Heather 4. Set up meeting dates & times by December- Heather 5. First meeting held in December- Heather & team members	
	Target Date:	06/30/2013	

January 16, 2013

#### **ESEA Category: Educator Effectiveness**

#### **Engaging teachers in assessing and monitoring student mastery**

<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Teachers have relied on more informal preassessments in the past. Our pre/post assessments are not always the same assessment.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/12/2012	
	Explain why not a Priority or Interest:	Teachers sometimes create individual units and teach	

		according to the specific needs of his/her own class.
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January 16, 2013

<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	All grade levels would need to buy into this. By using a teacher directed Wednesday, we would have time to write pre/post assessments.	
<b>Plan</b>	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)		
Status	Tasks completed: 0 of 7 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	This is not done in all grade levels or all subject areas.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Teachers will provide individual support during core instruction based on pre-test results. Looks like after 1 yr: Teachers will use CFAs based on CCSS to drive individualized core instruction. Instruction will be differentiated based on pre-test results. Looks like after 4 yrs: District-wide CFAs given and used to plan / adjust instruction at least every other month. Evidence: Copies of grade level pre-test results.	
	Target Date:	06/30/2013	
	Tasks:		
		1. Grade level teams determine 3 math strands to create CFA's for.	
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	

	2. Hard copy of assessment will be stored in grade level binders	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	3. Make binders for each of the grade levels to store all of their CFA's	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	4. Teachers analyze data from CFA results in PLC meetings and document strategies in notes.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	5. Students will have individualized core instruction (re-teach, maintain or extension).	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	6. Support given to students who show need during CFA	
	Assigned to:	Judi Soliway
	Target Completion Date:	06/30/2013
	Comments:	
	7. Teachers will administer the Common Formative Assessments. (between tasks 3 & 4)	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 7 (0%)

January 16, 2013

<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results. (95)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 done by all teachers. Not done in all areas. Teaching Time is preventative as well as staffing. Teachers use	

		judgment as to when they need to "move on" to the next skill.
<b>Plan</b>	Assigned to:	Not yet assigned

January 16, 2013

### ESEA Category: Educator Effectiveness

#### Engaging teachers in differentiating and aligning learning activities

<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012
	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 are beginning to write learning objectives, but it is not widespread to all areas of instruction.
<b>Plan</b>	Assigned to:	Heather Bailey
	How it will look when fully met:	After year 1: Teachers will be provided with materials to post learning objectives aligned to CCSS and their unit of instruction. During classroom walk-throughs both administrator and peer will collaborate on the evidence that was seen.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Provide teachers with pre made learning objectives that are kid friendly and tied to the CCSS.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	2. Provide PD for staff on the purpose and protocol of peer focus walks.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	3. Provide collaboration time for staff to discuss what they saw during the focus walk.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

**ESEA Category: Educator Effectiveness****Assessing student learning frequently with standards-based assessments**

<b>Indicator</b>	<b>IID03 - Teachers receive timely reports of results from standardized and objectives-based tests. (101)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012
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	Evidence:	Teachers can get their own student report online.
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January 16, 2013

<b>Indicator</b>	<b>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)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012
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	Evidence:	CUM files and Synnergy
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January 16, 2013

<b>Indicator</b>	<b>IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)</b>
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<b>Status</b>	<b>In Plan / No Tasks Created</b>
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<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012
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	Index:	3	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	Teachers are dealing with less time to prepare for students. Signing up for another committee takes away from needed time for classroom prep. Possibly restructure PLCs to accomodate. Math Committee Reading committee, etc. to look at staff needs?? We need more effective structures.
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<b>Plan</b>	Assigned to:	Not yet assigned
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January 16, 2013

<b>Indicator</b>	<b>IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</b>
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<b>Status</b>	Tasks completed: 0 of 6 (0%)
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<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012
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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)
	Describe current level of development:	Time needs to be built in to a district directed Wednesday for teachers/grade level teams to have this discussion.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Using grade level PLCs teachers will use student learning data to assess the curriculum and instructional strategies. Looks like after 1 yr: Teachers in grade level teams will assess specific reading skills and strengths and weaknesses of curriculum and instructional strategies. Looks like after 4 yrs: Evidence: CFAs given and used to plan / adjust instruction at least monthly within PLCs and in 20% meetings every 8 weeks.	
	Target Date:	06/30/2013	
	Tasks:		
	1. N/A		
	Assigned to:	Heather Bailey	
	Target Completion Date:	11/01/2012	
	Comments:		
	2. 2. List of CCSS needed at each grade level		
	Assigned to:	Susan Landreth	
	Target Completion Date:	06/30/2013	
	Comments:	We are looking for student friendly CCSS lists that are teacher friendly.	
	3. 4. Creation of a timeline or implementing the 3 assessments.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2013	
	Comments:	We are thinking of having first done by Holiday break, 2nd-March, 3- June.	
	4. 3. Research to see if there are assessments that are already created.		
	Assigned to:	reading Committee	
	Target Completion Date:	06/30/2013	
	Comments:		
	5. 5. Grade level teachers decide on three strands to write assessments for.		
	Assigned to:	Grade level PLC	
	Target Completion Date:	06/30/2013	
	Comments:		
	6. 1. Formation of school-wide reading committee		

		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

January 16, 2013

<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction. (107)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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 we have progress monitoring for reading. We meet in PLC. We collect data and use the data to change/alter instruction for student needs. We varied the targets between math, reading, and writing within each team.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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 did this well in reading for struggling students but need to focus on high achieving students. Need improve differentiation strategies in math and writing.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Using grade level PLCs teachers will use student learning data to assess the curriculum and instructional strategies. Looks like after 1 yr: Teachers in grade level teams will assess specific Math skills and strengths and weaknesses of curriculum and instructional strategies. Looks like after 4 yrs: Evidence: CFAs given and used to plan / adjust instruction at least monthly within PLCs and in 20% mtgs every 8 wks.	
	Target Date:	06/30/2013	

Tasks:		
1. All student will be assessed using EasyCBM for math & reading		
Assigned to:	Judi Soliway	
Target Completion Date:	06/30/2013	
Comments:		
2. All students will be assessed using a IRI		
Assigned to:	all classroom teachers	
Target Completion Date:	06/30/2013	
Comments:		
3. ELPA will be used with ELL students		
Assigned to:	zarahi Soto-Dairy	
Target Completion Date:	06/30/2013	
Comments:		
4. Students who are going through SPED process will be assessed using appropriate test		
Assigned to:	SPED Team	
Target Completion Date:	06/30/2013	
Comments:		
5. All 2nd grade students will be given the Raven assessment for TAG qualification		
Assigned to:	Ashley Verhulst	
Target Completion Date:	06/30/2013	
Comments:		
6. Collection of data and input for EasyCBM and Running Records		
Assigned to:	Julie Lindsay	
Target Completion Date:	06/30/2013	
Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Red Flag only	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

### ESEA Category: Teaching and Learning

#### Expecting and monitoring sound instruction in a variety of modes

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	Our district already has plans to work on this this year.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Teachers have weekly lesson plans, but we are missing the aligned units of instruction.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

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

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is happening quite a bit in our building, but may not be as systematic as it could be.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA04 - All teachers use objectives-based post-tests. (113)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is happening quite a bit in our building, but may not be as systematic as it could be.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	Our report cards are objectives-based and teachers keep records related to this.	

January 16, 2013

<b>Indicator</b>	<b>IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 are a variety of evaluations used, but we need to explore how frequently they are used and the methods for recording.
<b>Plan</b>	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 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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 is happening in pockets, but we need to explore ways to do more of it efficiently.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Teachers will differentiate assignments based on assessment of individual student performance. Looks like after 1 yr: Will have developed pretests and will begin to differentiate assignments for all students. Looks like after 4 yrs: Differentiation of assignments is occurring for all students Evidence: CFAs given and used to plan / adjust assignments as needed for the growth of each student.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Collect student learning data		
	Assigned to:	classroom teachers	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. Collect student learning data Create 3 Common Formative assessments in the area of reading		
	Assigned to:	PLC Teams	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. Teacher on a daily basis uses student work/participation to analyze their understanding of taught concept and need for differentiation		
	Assigned to:	All classroom teachers	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. Teachers provide appropriate assignments for students at the correct level of difficulty.		

		Assigned to:	All classroom teachers
		Target Completion Date:	06/30/2013
		Comments:	
	5. Meet monthly in grade level teams to determine strengths and weaknesses of student learning		
		Assigned to:	All staff
		Target Completion Date:	06/30/2013
		Comments:	
	6. Sharing instructional strategies within the team		
		Assigned to:	Grade level PLC teams
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

January 16, 2013

<b>Indicator</b>	<b>IIIA08 - All teachers review the previous lesson. (117)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 think this is happening fairly regularly, but we don't have specific proof at this time to check full implementation.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 did a lot of work in this area last year and saw some growth. Some teachers are still figuring out how to make this work in their own structure.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA11 - All teachers use modeling, demonstration, and graphics. (120)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	Every classroom has posted examples of modeling, demonstration, and graphics.	

January 16, 2013

<b>Indicator</b>	<b>IIIA13 - All teachers explain directly and thoroughly. (122)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	We don't see this as a problem area. If this were an issue we would see classrooms that were chaotic, and that is not the case.	

January 16, 2013

<b>Indicator</b>	<b>IIIA14 - All teachers maintain eye contact. (123)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	We can see teachers using eye contact consistently during instruction.	

January 16, 2013

<b>Indicator</b>	<b>IIIA16 - All teachers use prompting/cueing. (125)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This area is strong overall, but there may be a few teachers who could improve in this area.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA17 - All teachers re-teach when necessary. (126)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 is connected to work in alignment and differentiation. We need to explore this more.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA19 - All teachers review with questioning. (128)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Again, this is connected to the differentiation and alignment work.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA20 - All teachers summarize key concepts. (129)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 is also an area that is connected to the work needed in alignment and differentiation.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This can be a time issue.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	This can be seen in our literacy block regularly as well as other places.	

January 16, 2013

<b>Indicator</b>	<b>IIIA26 - All teachers encourage students to check their own comprehension. (135)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	We see this being used in a variety of ways.	

January 16, 2013

<b>Indicator</b>	<b>IIIA28 - All teachers travel to all areas in which students are working. (137)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is happening the majority of the time in most classes, but there may be a couple of pockets where it could be improved.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA29 - All teachers meet with students to facilitate mastery of objectives. (138)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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 would like to have more time to do this.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>IIIA30 - All teachers encourage students to help each other with their work. (139)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	This is easily observed and heard in our school.	

January 16, 2013

<b>Indicator</b>	<b>IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback). (140)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	This can be observed regularly.	

January 16, 2013

<b>Indicator</b>	<b>IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	This is a strength that we observe regularly.	

January 16, 2013

<b>ESEA Category: Teaching and Learning</b>			
<b>Expecting and monitoring sound homework practices and communication with parents</b>			
<b>Indicator</b>	<b>IIIB01 - All teachers maintain a file of communication with parents. (150)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is happening formally and informally.	
<b>Plan</b>	Assigned to:	Not yet assigned	



<b>Indicator</b>	<b>IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012
	Evidence:	Report cards and conference time include information about mastery of standards-based objectives.

January 16, 2013

**ESEA Category: Teaching and Learning****Expecting and monitoring sound classroom management**

<b>Indicator</b>	<b>IIIC02 - Transitions between instructional modes are brief and orderly. (157)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012
	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:	This is happening the majority of the time in most classes, but there may be a couple of pockets where it could be improved.
<b>Plan</b>	Assigned to:	Not yet assigned

January 16, 2013

<b>Indicator</b>	<b>IIIC05 - All teachers use a variety of instructional modes. (160)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012
	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:	Old habits die hard.
<b>Plan</b>	Assigned to:	Not yet assigned

January 16, 2013

**ESEA Category: District and School Structure and Culture****District and School Structure and Culture**

<b>Indicator</b>	<b>CUL1.2 - All teachers demonstrate high expectations for all students regardless of race, economic status disability, or any other distinguishing characteristics (2918)</b>		
<b>Status</b>	Tasks completed: 0 of 7 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	How is this assessed? Is this measurable?	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: All students are achieving at high standards. Looks like after 1 yr: Hold 3 100% meetings to discuss how our subgroups are performing in all areas. Looks like after 4 yrs: The achievement gap is narrowed. Evidence: Teachers disaggregate data to reflect on lesson effectiveness. At our 100% meetings and PBIS meetings, we can breakdown data into racial subgroups for academic progress, attendance, and behavioral data. Fully Met: The achievement gap is narrowed.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
		1. At our 100% meetings and PBIS meetings, we will breakdown data into racial subgroups for academic progress, attendance, and behavioral data	
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
		2. Creating 3 common formative assessments	
		Assigned to:	Grade level PLC teams
		Target Completion Date:	06/30/2013
		Comments:	
		3. Tying I can statements to CCSS	
		Assigned to:	all classroom teachers
		Target Completion Date:	06/30/2013
		Comments:	
		4. Monthly assemblies with Value Education books being displayed and given to all teachers	
		Assigned to:	Roxanne Davidson

		Target Completion Date:	06/30/2013
		Comments:	
	5. PD in AVID training including reading of "Mindset" article		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
	6. Data collected on classroom walk through observations		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
	7. School-wide PBIS standards		
		Assigned to:	Roxanne Davidson
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 7 (0%)	

January 16, 2013

#### **ESEA Category: Family and Community Involvement**

##### **Sharing leadership with the school community**

<b>Indicator</b>	<b>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 parents. (2891)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	Our parent involvement is around site council and Parent group. We don't have representation with personnel or curriculum. The representation isn't equal. We have a very strong parent group.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Parents ll be included with equal representation on school advisory committees. Looks like after 1 yr: The school will have equal representation on site council and any other established advisory committee. 4 yrs: Parents are trained in	

		areas of policy, curriculum, budget, school reform initiatives, safety and personnel. Evidence: List of parents on advisory committees, agenda and minutes of meetings, and training schedule for parents
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Recruit parents to serve on site council	
	Assigned to:	Susan Landreth
	Target Completion Date:	06/30/2012
	Comments:	We want to recruit one of our Spanish Speaking parents
	2. Plan training for parents around the listed areas.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

January 16, 2013

#### **ESEA Category: Family and Community Involvement**

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

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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, our principal sent home a weekly newsletter to parents' asking them to help their child be prepared for school by having good attendance, eating healthy/eating breakfast, and getting a good nights sleep. We checked limited because this information is only being communicated to English speaking families.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>GR1.2 - The school's mission statement is distinct, clear, and focused on student learning. (201)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 09/12/2012	
	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:	Our vertical team is unaware of the school's mission statement. There are new staff to our building that are also unaware.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>GR1.4 - The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/12/2012	
	Evidence:	Every Fall conference	

January 16, 2013

<b>Indicator</b>	<b>GR1.5 - School celebrates its accomplishments. (178)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	In classrooms we celebrate our children and have given academic/behavior awards to students in school wide assemblies. The PBIS team also celebrates accomplishments through school wide awards. As far as staff, there are very few celebrations of our accomplishments. We are in survival mode.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/08/2012	
	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 set goals at conferences. We also implementing AVID for our school and need to work on the connection to families at AVID night.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	<p>Fully Met: Family-School Nights are provided monthly and interpretation services provided in the top 4 languages of the school. Fall &amp; Spring conferences are set for parents and teachers to discuss personalized educational plans for each student based on their assessment data.</p> <p>Looks like after 1 yr: One AVID Night with interpretation services provided in the top 4 languages of the school. Parent-teacher conferences scheduled two times during the year to discuss student progress and personalizing their educational plan. School climate reflects a philosophy of post-secondary and career ready skills.</p> <p>Evidence: 1 Parent Nights Per Year, covering AVID Family Workshops addressing components of the home curriculum. Parent teacher conferences scheduled and attended by tracking classroom sign in sheets.</p>	
	Target Date:	06/30/2013	
	Tasks:		
	1. Schedule AVID family night		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Schedule conferences that are convenient to family schedule as well as provide interpretation		
	Assigned to:	Zarahi Soto-Dairy	
	Target Completion Date:	06/30/2012	
	Comments:		
	3. Plan a college week with activities related to post-secondary education		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

January 16, 2013

**ESEA Category: Family and Community Involvement**

**Providing two-way, school-home communication linked to learning**

<b>Indicator</b>	<b>CM1.2 - 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. (1538)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/31/2012	
	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:	Handbook needs to be revised further including more detailed mission statement & homework guidelines. The mission statement needs to be re-visited.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>CM2.1 - Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)</b>		
<b>Status</b>	Full Implementation		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/12/2012	
	Evidence:	We hold conferences in the fall and spring for all parents (including non-english speaking families). Students are included in conferences.	

January 16, 2013

<b>Indicator</b>	<b>CM3.1 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)</b>		
<b>Status</b>	Tasks completed: 3 of 9 (33%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	We need inservices and training to support this goal. The families also need education on how to participate in their child's education and have a collaborative relationship with the teacher. Lack of time to properly communicate with parents.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: The number of parents and the amount of involvement is increased.	

		Looks like after 1 year: Increased parent involvement on Site Council (currently 2 would like 4) Updated website with current staff information. Increased family involvement with PTV.  Evidence: Copies of newsletters, attendance records from PT conferences, sign in sheets from PTV with meeting notes. parent survey.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Copies of newsletter kept in office notebook	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	Completed. Copies of parent communication kept in office.
	Task Completed:	11/02/2012
	2. Sign-in sheets and Minutes from PTV meeting kept in notebook	
	Assigned to:	Judi Soliway
	Target Completion Date:	06/30/2012
	Comments:	
	3. Recruit parents for Site Council	
	Assigned to:	Susan Landreth
	Target Completion Date:	06/30/2012
	Comments:	Susan Landreth recruited a parent for site-council. We now have 3 parents represented.
	Task Completed:	11/02/2012
	4. Attendance sheets for PT conferences	
	Assigned to:	Susan Cooper
	Target Completion Date:	06/30/2012
	Comments:	
	5. Information on reader board is updated	
	Assigned to:	vincent
	Target Completion Date:	06/30/2012
	Comments:	
	6. Website is updated with current parent communication	
	Assigned to:	Susan Cooper
	Target Completion Date:	06/30/2012
	Comments:	Completed by Susan Cooper
	Task Completed:	11/06/2012



	7. Creation and implementation of parent survey regarding home/school communication needs.
	Assigned to: Heather Bailey
	Target Completion Date: 06/30/2012
	Comments:
	8. 3-5th grade teachers use planners to communicate regularly with families. Communication goes between home and school and parents are encouraged to write.
	Assigned to: 3-5th grade teachers
	Target Completion Date: 06/30/2013
	Comments:
	9. Coffee & cocoa with the principal monthly to encourage communication between families and administrator.
	Assigned to: Heather Bailey
	Target Completion Date: 06/30/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 3 of 9 (33%)

January 16, 2013

<b>Indicator</b>	<b>CM3.2 - Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	This is not consistent in every classroom but is happening in some.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>CM3.3 - Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	Explain why not a Priority or Interest:	A lot of teachers do not feel comfortable with this discussion with parents because it is out of the scope of what we have control over.	

January 16, 2013

<b>Indicator</b>	<b>CM3.4 - Parents are familiar with the "curriculum of the home" and discuss it with teachers. (190)</b>		
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<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	This is not a parent's top priority because of the limited time we have to communicate with parents is generally taken up with our need to communicate about behavior issues and their desire to talk about academic issues.	
<b>Plan</b>	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	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/08/2012	
	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 give communication to our families, but it isn't designed to facilitate communication from families. We also need to consider our second language families	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: There will be a community outreach coordinator at each school to identify and coordinate services and resources.  Looks like after 1 yr: Communication goes home bi-monthly. There's a central location for parents to find these resources on the school premises and on the school's website. Archive created with all previous handouts, so parents may utilize interpreters and Language Line. As teachers learn the needs of families, they will connect families to resources. School will actively search out resources as requested by the community.  Evidence: Archived documents. Paid Coordinator is on staff. Distributed at Parent Nights and via school newsletter	
	Target Date:	06/30/2013	
	Tasks:		
	1. Create survey to find needs of community		

		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2012
		Comments:	
	2. Distribute information as needed to families		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	3. Central location created in building and on school web-site		
		Assigned to:	Susan Cooper
		Target Completion Date:	06/30/2012
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 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:	We see the need for having curriculum nights at the different grade levels so that parents are involved in the curriculum of the home expectations	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	<p>Fully Met: There will be two Open House meetings with dialogue that has evolved based on input from parents such that parents feel empowered and see the impact they have on their students' performance. School uses research to plan a consistent message to further the dialogue between staff and families.</p> <p>Looks like after 1 yr: There will be two Open House meetings planned for September and February.</p> <p>Evidence: 2 Parent Nights Per Year on the calendar, a written document that shows a consistent message based on research, parent survey on sense of empowerment on their impact on students' academic performance, covering AVID Family Workshops as outlined in 4 year plan First year</p>	

	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Enter two dates for open house meetings on master calendar, website, teacher newsletter, back-to-school newsletter & readerboard	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	2. Create a common message (talking points) to be used in dialogue with parents at family nights	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	3. Create a survey to gauge parents perception of school-home culture	
	Assigned to:	Judi Soliway
	Target Completion Date:	06/30/2012
	Comments:	
	4. Staff builds methods of communication which includes written, face-to-face, and family communication tree.	
	Assigned to:	Zarahi Soto-Dairy
	Target Completion Date:	06/30/2012
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 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:	WE need to include that language in our Back to school night and it could be clearly laid out in curriculum nights.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Implemented: We will conduct at least two AVID Parent Nights covering Family Workshops 1-7 including grades K-5. Year 1: We have a casual open house at the start of the school year introducing what Title I does for Russell. We will	

		also have a AVID/curriculum family night including language about how what goes on at home impacts student performance.
	Target Date:	06/30/2012
	<b>Tasks:</b>	
	1. Set up a date for Back To School Night	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	2. Set up dates for AVID/Curriculum nights	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	3. At the AVID curriculum family night administrative staff will outline for parents successful activities they can use at home that will connect home and school.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 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:	We have good parent involvement, but the specifics are not addressed during open house.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	Objective: Establish what the curriculum of the home is, common understanding of its importance, and regularly communicate it with families. Looks like after 1 yr: Newsletter communicating components and importance of the curriculum of the home; what parents can do at	

		home to support their students' education. Looks like after 4 yrs: Two Open House meetings support message of the importance of the curriculum of the home. Fall and Spring teacher conferences are utilized to convey the components of the message. We will differentiate the Open House meetings. In addition to year one, we will have finished a final common document that lists the common components of the curriculum of the home in the school's top 3 languages. Evidence: AVID Family Workshop Curriculum (including but not limited to study skills, learning styles, organization tools, note-taking, time management) is included in school newsletter, two open house meetings are communicated in multiple venues, document reflecting all components of the curriculum of the home such as the AVID components referenced in this indicator
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Create a family survey to find what parents need additional instruction for curriculum of the home	
	Assigned to:	Judi Soliway
	Target Completion Date:	06/30/2012
	Comments:	
	2. Leadership team creates document based on AVID to define the curriculum of the home.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
	3. During two Open House meetings present common understanding of the curriculum of the home and expectations.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2012
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

#### **ESEA Category: Family and Community Involvement**

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

<b>Indicator</b>	<b>ED1.1 - Parent education programs include some multi-session group experiences with specific agendas. (191)</b>
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<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	We are unaware of any multi-session group experiences with specific agendas.	
<b>Plan</b>	Assigned to:	Not yet assigned	

January 16, 2013

<b>Indicator</b>	<b>ED1.3 - Parent education programs are led by trained parent leaders. (206)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	Explain why not a Priority or Interest:	There are too many things on our plate to address parent education.	

January 16, 2013

<b>Indicator</b>	<b>ED1.4 - The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)</b>		
<b>Status</b>	Tasks completed: 0 of 6 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	If the district would put energy into parent education programs it could have a gigantic impact on student behaviors and academic growth.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	<p>Fully Met: AVID parents nights for K-5 students on all of the components of AVID.</p> <p>Looks like after 1 yr: 2 AVID parent nights for 4/5 parents about AVID goals.</p> <p>Evidence: Agendas from parent nights.</p>	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
		1. Set up date for AVID family night for 3-5th grade students.	

		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	2. PD on AVID for staff		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	3. Set up date for curriculum night for K-2 students.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	4. Set agenda for family nights.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	5. Meet with families 2x a year at Parent Teacher Conferences		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	6. Summer Reading Night		
		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2012
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 6 (0%)

January 16, 2013

### **ESEA Category: Family and Community Involvement**

#### **Connecting members of the school community to support student learning**

<b>Indicator</b>	<b>CN1.1 - The school provides "intragenerational associations" in which students of different ages are brought together to learn. (193)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	The class sizes are so high that it's hard to manage. Due to lack of time, it's very difficult for teachers to communicate with each other and make it effective.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>CN1.2 - The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Parents are allowed and invited by teachers to volunteer and assist the teacher and students. They have to fill out a volunteer form with a criminal background check. It's not a very "inviting" process. We have no policy or program inviting the parents and community into our school.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>CN1.3 - The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/12/2012	
	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:	Our ELL program does invite parents to pastries with the principal. If our parents were discussing the curriculum of the home, it would have a large impact on student learning.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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<b>Indicator</b>	<b>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)</b>		
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<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 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:	We need to create a family curriculum night.	
<b>Plan</b>	Assigned to:	Heather Bailey	
	How it will look when fully met:	<p>Fully Met: Common Core Standards are written in parent friendly language and activities for the home are given and explained (reasoning and how to). Redesign of Back to School Night for the purpose of information and comments for parents.</p> <p>Looks like after</p> <p>1 yr: Hold a minimum of 2 parent nights. With a minimum of 1 with 4/5 explaining AVID goals.</p> <p>Evidence: Agendas from parent nights and sign in sheets.</p>	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. The handbook will be edited and distributed to all families.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:	Handbook revised and distributed to all families at Parent-Teacher Conferences Nov 1-2.	
	<b>Task Completed:</b>	<b>11/02/2012</b>	
	2. The key documents will be distributed to all families at Fall Conferences.		
	Assigned to:	Heather Bailey	
	Target Completion Date:	06/30/2012	
	Comments:	The handbook as well as Title I school compact were discussed and distributed at Fall conferences. The compact was translated into Russian, Spanish, and Vietnamese.	
	<b>Task Completed:</b>	<b>11/02/2012</b>	
	3. We will plan a curriculum night that will address family involvement in their child's education.		
	Assigned to:	Judi Soliway	
	Target Completion Date:	06/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

<b>Indicator</b>	<b>CN3.2 - All-school events (e.g., family reading night) include parent-child interactive activities. (199)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 09/12/2012	
	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:	We had all-school events in the past but currently we have none due to time restraints and funding.	
<b>Plan</b>	Assigned to:	Not yet assigned	

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	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/08/2012	
	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 give out the compact, but it isn't discussed school-wide. We are planning on having curriculum nights this year to increase families involvement.	
Plan	Assigned to:	Heather Bailey	
	How it will look when fully met:	Fully Met: Common core standards are written in parent friendly language and activities for the home are given to parents and explained (reasoning and how to). Redesign of back to school night for the purpose of information and comments for parents.  Looks like after 1 yr: Hold a minimum of 2 parents night with a minimum of 4/5 explaining AVID (Advancement via Individual Determination) goals.  Evidence: Agendas from parent nights, sign in sheets.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Set up date for AVID family night for 3-5th grade students.		

		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	2. PD on AVID for staff		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	3. Set up date for curriculum night for K-2 students.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2012
		Comments:	
	4. Set agenda for family nights.		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/12/2013
		Comments:	
	5. Meet with families 2x a year at Parent Teacher Conferences		
		Assigned to:	Heather Bailey
		Target Completion Date:	06/30/2013
		Comments:	
	6. Summer Reading Night		
		Assigned to:	Judi Soliway
		Target Completion Date:	06/30/2013
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 6 (0%)

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<b>Indicator</b>	<b>CN5.1 - The school distributes information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community. (2912)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	We do most of those. The one that we have left out is the cultural piece. We could also be more efficient about how we distribute the information.	

<b>Plan</b>	Assigned to:	Heather Bailey
	How it will look when fully met:	Looks like after 1 yr: School will utilize a community liaison to connect families with access to health, social, academic, recreational, and cultural resources that serve the community.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. The school will host a community resource night where families can access needed information/services. within the community.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	2. School will hire a person in the role of community liaison for the 12-13 school year.	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
	3. Site council members will gather information about local community resources	
	Assigned to:	Heather Bailey
	Target Completion Date:	06/30/2013
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013