

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.

Sacramento Elementary School

School Improvement Indicators

Key Indicators are shown in **RED**.

ESEA Category: Technical and Adaptive Leadership	
Establishing a team structure with specific duties and time for instructional planning	
Indicator	ID01 - A team structure is officially incorporated into the school governance policy (36)
Status	In Plan / No Tasks Created
Assessment	Level of Development: Initial: Limited Development 09/12/2012
	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 current level of development lacks involvement from necessary stakeholders.
Plan	Assigned to: Not yet assigned

January 16, 2013

Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation. (37)
Status	In Plan / No Tasks Created
Assessment	Level of Development: Initial: Limited Development 09/12/2012
	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: Each team has different components listed, but none have all the components listed, as stated in the Wise Ways.
Plan	Assigned to: Not yet assigned

January 16, 2013

Indicator	ID03 - All teams operate with work plans for the year and specific work products to
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	produce. (38)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Product was delivered to the team for approval.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID04 - All teams prepare agendas for their meetings. (39)		
Status	In Plan / No Tasks Created		
Assessment	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:	Most teams have agendas, but are not archived.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID05 - All teams maintain official minutes of their meetings. (40)		
Status	In Plan / No Tasks Created		
Assessment	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:	Most teams have kept minutes, but not all are archived.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)		
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Status	In Plan / No Tasks Created		
Assessment	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:	Agendas and minutes are kept, but are not submitted to the principal.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)		
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Status	In Plan / No Tasks Created		
Assessment	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:	Currently there is only a site council team.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)		
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Status	In Plan / No Tasks Created		
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:	Committee sent monthly minutes via email.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID09 - The Leadership Team shares in decisions of real substance pertaining to		
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	curriculum, instruction, and professional development. (44)		
Status	In Plan / No Tasks Created		
Assessment	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:	Sub-committees used to make school-wide decisions.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)		
Status	Tasks completed: 0 of 11 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 our school has no leadership team so the focus school team will become the new leadership team as it has representatives from each grade level, along with a classified employee and parent representative.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: School Leadership Team is Formed and Functioning which would include team leaders (paid through stipend ie. grade level, specialist, classified staff, including at least 3 family members) This team would meet at least once per month, and it's primary goal would be to review student growth data from the school central database, and analyze and evaluate professional development. The team develops and determines next steps for a professional development plan. Student growth data will include: district common formative assessments, smarter balance assessment growth, universal benchmarks in reading and mathematics, observation data, behavior and attendance.</p> <p>1 year goal: School leadership team will be established and it's primary agenda and minutes will address student growth, professional development, and school improvement. The team will determine common data points using common</p>	

		<p>formative assessments, observation data, OAKS scores, behavior and attendance.</p> <p>Evidence: Team meets monthly with an agenda that addresses student growth, professional development, and school improvement goals, Leadership team meeting minutes would be posted electronically, Our school will conduct 100% Data Teams at least 3xs per year by teacher, 20% data team meetings will be held at least 3 times per year.</p> <p>People: Karen Justice Harger, Angie King</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Establish school leadership team with certified, community/parents and classified.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Meet the 1st and 3rd Thursday at 3:30 PM.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. i) Establish school leadership team with certified, community/parents and classified.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2012
	Comments:	
	4. (iii) Minutes will be posted on school website.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (iv) School-wide data will be used regularly to address student growth and determine professional development based on data.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (v) 100% Data Teams will be formed and include school-wide instructional support teams, classroom teachers and administrators. 100% Data Team meetings will be scheduled for October, January and May.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	

	7. (vi) 20% Data Teams will be formed and include instructional Support Teams, Classroom teachers and administrators.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	8. (vii) Will be scheduled every 8 weeks.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	9. OAKS data will be disaggregated and analyzed for school improvement and PD decisions
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	10. PBIS Time Grant Data will be used to make decisions regarding school improvement and PD.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	11. Principal Walkthrough data will be used to make school improvement and PD decisions.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 11 (0%)

January 16, 2013

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/18/2012
	Evidence:	Our teacher are organized into grade levels.

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Indicator	ID12 - Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/18/2012
	Evidence:	Our district and school participate in PLC's twice a month for at least 45 minutes.

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Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of	
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	instruction and review student learning data. (48)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Due to budget constraints we currently can not implement this goal.	
Plan	Assigned to:	Not yet assigned	

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Indicator	ID14 - The leadership team ensures that revisions of school-level plan are completed and that staff, district personnel, and community stakeholders have been informed of any changes. (2890)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the school improvement plan is shared at school and district level. Once the CAP is developed access points will be shared on the web-site and in the community news letter.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Fully Met: The school district will develop a school-based communication plan for School Leadership Teams to inform staff, students, and community stakeholders for regular review and progress. Looks like in 1 year: Leadership Team will meet 30 minutes minimum, twice monthly to ensure revisions of school level plans. Revisions could be made at: Leadership Team, PTO Meetings and Staff Meetings. Communication to staff, district personnel and community stakeholders will be informed through: weekly staff newsletter; Site Council minutes posted to the school website; monthly community newsletter sent to all families in English, Spanish and Russian; hard copy available in the front office. District will develop with schools a district-wide communication plan. Evidence: A plan is created and published and will include regular communication for next steps for school improvement planning, professional development, and instructional improvement. People: Karen Justice Harger	
	Target Date:	06/30/2013	

	Tasks:	
	1. (i) Revisions of the CAP will be completed by May 1st.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Revised plan will be posted on the school website.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. Leadership Team will meet 30 minutes minimum, twice monthly to ensure revisions of school level plans.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. Revisions will be addressed at Staff meetings for input and further revision, as needed.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. Hard copy of revised CAP plan will be made available in the front office.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. Announcements about any revisions will be made in the monthly Community Newsletter in English, Spanish and Russian.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

January 16, 2013

Indicator	SL1.6 - A majority of the members of the School Community Council (SCC) are parents of currently enrolled students and are not also employees of the school and reflect the student population demographics. (2889)		
Status	Tasks completed: 0 of 9 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	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 on our radar but we have not yet contacted parents from all demographics to participate in this leadership group.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: School Leadership Team is Formed and Functioning which would include team leaders (paid through stipend ie. grade level, specialist, classified staff, including at least 1/2 family members, representing school demographics) This team would meet at least once per month, and it's primary goal would be to review student growth data from the school central database, and analyze and evaluate professional development. The team develops and determines next steps for a professional development plan. Student growth data will include: district common formative assessments, smarter balance assessment growth, universal benchmarks in reading and mathematics, observation data, behavior and attendance.</p> <p>1 year goal: School leadership team will be established. It will include an equal number of parents of currently enrolled students, who represent the demographics of the school. It's primary agenda and minutes will address student growth, professional development, and school improvement. The team will determine common data points using common formative assessments, observation data, OAKS scores, behavior and attendance.</p> <p>Evidence: Team meets monthly with an agenda that addresses student growth, professional development, and school improvement goals, Leadership team meeting minutes would be posted electronically, Our school will conduct 100% Data Teams at least 3xs per year by teacher, 20% data team meetings will be held at least 3 times per year.</p>	
	Target Date:	06/30/2013	
	Tasks:		
	1. (1) Establish school leadership team with certified, community/parents and classified.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. (4) Meet the 1st and 3rd Thursday at 3:30 PM.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. (5) Minutes will be posted on school website.		
	Assigned to:	Karen Justice Harger	

		Target Completion Date:	06/30/2013
		Comments:	
	4. (6) School-wide data will be used regularly to address student growth and determine professional development based on data.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	5. (7) 100% Data Teams will be formed and include school-wide instructional support teams, classroom teachers and administrators. 100% Data Team meetings will be scheduled for October, January and May.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	6. (8) 20% Data Teams will be formed and include instructional Support Teams, Classroom teachers and administrators.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	7. (9) Principal will solicit additional parents of current students from non-represented demographic populations, as needed.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	8. (2) Teachers identify possible parent members, representing all school demographic groups.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	9. (3) Principal makes phone calls to all suggested parents to ensure a majority of parents on SCC and that they represent all demographic groups.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 9 (0%)

January 16, 2013

Indicator	SL1.7 - The School Community Council (SCC) meets regularly and keeps an agenda and minutes of the meetings which are posted on the school website. (2894)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We do currently keep agendas and minutes of Site Council work and will post on the school web-site in the future.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	See indicator ID10. Site Council will be blended with Leadership Team.	
	Target Date:	06/30/2013	

January 16, 2013

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 6 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 work is in progress and will solidify through our focus school plan.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: In addition to first year, principal provides regular review and revision of the mission statement. In addition, shared at Back to School Night, Parent Newsletters Evidence: Mission / Vision and Goals shared annually at Opening of School, Parent Night, Newsletter, and Website. Principal will provide a clear outline of each stakeholder's steps to helping achieve the district mission i.e., staff, students, parents, and community.</p> <p>Looks like after 1 yr: Principal will communicate the school mission regularly and the initial steps of achieving our mission to staff, parents, and community. The leadership team will set short and long term goals based on the mission statement. Roles will be assigned within the leadership team.</p>	

	Target Date:	06/30/2013
	Tasks:	
	1. (i) Mission Statement is written collaboratively with staff.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Leadership Team will revise Mission Statement.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Mission Statement will be published to staff and to the community via the Community Newsletter for input (translated into the top 4 languages of the school).	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Final draft will be published on school website, posted on school premises and all relevant school documents.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (v) Leadership Team will develop short and long term goals based on Mission Statement and annual review of CAP.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (vi) As goals are developed, roles will be assigned within the Leadership Team.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

January 16, 2013

Indicator	IE02 - The principal develops the leadership capacity of others in the school. (53)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Will be a part of our plan.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE05 - The principal participates actively with the school's teams. (56)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Due to time constraints, the principal attends meetings that the facilitator requires her attendance.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	This will take time. We currently do have the staffing to support our principal in all her duties.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Objective: Looks like after 4 yrs: Principal and School Leadership Team provide a professional development plan that includes professional learning communities establishing instructional goals, and analyzing student outcomes, response to instruction, learning observation, systematic ELD, and an instructional focus, Looks like after 1 yr: Principal and School Leadership Team develop a professional development framework to implement a professional development plan that includes all of the above elements. Evidence: PD Plans will	

		articulate all elements for the 2013-2014 school year, Principal and School Leadership will regularly review progress of the plan to staff, parents, and community. School leadership team will meet monthly and post minutes of their discussion.
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Draft Professional Development Plan based on analysis of student achievement data in Leadership Team meetings.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) PD opportunities will include: [1] PLCs, [2] walk-throughs feedback, [3] individual-teacher-professional-growth goals, [4] principal-led model lessons, [5] teacher-leader model lessons, [6] weekly time for teacher selected collaboration on instructional improvement for specific students (PBIS grants), [7] and learning walks.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Data will be reviewed regularly at Leadership Team meetings, 100% Data Team meetings, 20% Data Team meetings, PLCs and teacher directed PBIS-time-grant collaborations to ensure instructional improvement listed above has desired impact on student learning outcomes.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Data will be analyzed at deeper levels at each of the previously mentioned team meetings.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
Status	Tasks completed: 0 of 12 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	The intention is there but time constraints are limiting. Our principal currently doesn't have the staffing to support the ongoing implementation of this indicator.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Objective: 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. Refer to IE06.	
	Target Date:	06/30/2013	
	Tasks:		
	1. (1) Principal will monitor through Walkthroughs, observations during Core Literacy lessons, PLCs, identified Teacher Professional Growth Plans, principal and teacher leader model lessons, and weekly teacher collaboration time observations.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. (2) Principal will do Walkthroughs, once per month, per teacher.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. (8) Principal will reference individual teacher professional goals regularly to ensure individual teacher focus on stated goals.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. (5) Principal will be in classrooms: minimum of half hour per grade level per week, during full weeks of school, during 90 minute Core Literacy Block.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	5. (v)PBIS data will be analyzed for patterns of behavior management.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	

		Comments:	
		6. (6) PD needs will be identified according to the data in the classrooms.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		7. (7) Principal will monitor PLCs.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		8. Principal will do Walk-throughs, one per month per teacher	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		9. (3) Principal will disseminate feedback from walkthroughs to teachers.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		10. (4)Principal will engage teachers in professional dialogue through email in response to Walkthrough feedback.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		11. (9) Principal and teacher leaders will model lessons differentiated to identified teacher need, based on classroom observations.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		12. (10) Principal will provide time, weekly, for teachers to collaborate on the instructional needs of individual and sub groups of students. Principal will monitor the collaboration.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 12 (0%)	

January 16, 2013

Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
Status	In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 celebrations are happening on an individual basis but this will change over the course of the year.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IE12 - The principal personally engages parents and the community in the improvement process. (63)		
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Status [In Plan / No Tasks Created](#)

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal has adjusted her schedule in order to be available to see parents and students before and after school.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

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

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Once a month, our principal is hosting community coffees for members of the community to visit and talk about school. She has encouraged open email communication of ideas and critiques.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Technical and Adaptive Leadership

Helping parents to help their children meet standards

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

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our community coordinator and ELL teacher are planning events for families. We will be having an after school class to develop english language that will integrate the "curriculum of the home."	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

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

Status Tasks completed: 0 of 5 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Curriculum nights will address this issue.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Objective: Two AVID Family Nights per year covering Family Workshop curriculum. Two Parent Teacher Conferences per year. Two English Language Learner Nights.</p> <p>Fully Met: AVID Family Nights, Conferences and Parent conferences are scheduled t least 2 times per year. Family Engagement Nights Monthly with a parent education component.</p> <p>After 1 year: AVID Family Nights, Conferences and Parent conferences are scheduled 2 times per year. Family Engagement Nights Monthly, January-May, with a parent education component.</p> <p>Evidence: First year tasks: Refer to</p>	

		CT2.2/CT4.1/CN3.1/GR4.1/GR1.7.
	Target Date:	06/30/2013
	Tasks:	
	1. Hire Community Outreach Coordinator.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. Schedule Parent Engagement Nights monthly January-May.	
	Assigned to:	Community Outreach Coordinator
	Target Completion Date:	06/30/2013
	Comments:	
	3. Plan Family Engagement Nights, with parent education components, as decided by AVID Curriculum of the home or suggested by parent input.	
	Assigned to:	Community Outreach Coordinator
	Target Completion Date:	06/30/2103
	Comments:	
	4. Observe Parent Teacher Conferences as directed by the district.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. Schedule and hold English Language Learner Parent Information Nights twice yearly	
	Assigned to:	Lisa Robison
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

January 16, 2013

Indicator	IG04 - Parents receive practical guidance (e.g., website, newsletter, parent bulletin board, email, phone calls, notes) to maintain daily conversations with their children about their school experiences and progress. (78)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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	Our teachers do this during back to school nights and	

	development:	conferences. We are currently an AVID school so the 4th and 5th grade parents are receiving daily communications. Classroom newsletters, emails, phone calls and in-person conversations are all currently occurring.
Plan	Assigned to:	Not yet assigned

January 16, 2013

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

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Almost every grade level includes this as a part of their nightly homework.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

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

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Conversations with teachers, newsletters, curriculum nights, community outreach coordinator and our counselor are all working on this issue. Plans for success are being implemented.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG08 - Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. (82)	
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	PTO is one opportunity for this. Our counselor, community outreach coordinator and title 1 teacher can work together to support this goal.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IG09 - Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g., parent-teacher conferences). (83)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/18/2012	
	Evidence:	We have bi-annual parent/teacher conferences and curriculum nights are in place or scheduled.	

January 16, 2013

Indicator	IG12 - The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers. (85)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	At Fall conferences the teacher and parents review the Compact.	
Plan	Assigned to:	Angie King	
	How it will look when fully met:	Objective: Parents, faculty and students regularly review school compact of expectations with all stakeholders. Evidence: Compact signed and reviewed at least at Fall and Spring conferences. Fully Met: Compact is reviewed at both conferences, Monthly Curriculum Nights and at ELL Parent Nights. 1 Year: Compact is reviewed at both conferences, Monthly Curriculum Nights and at ELL Parent Nights	
	Target Date:	06/30/2013	
	Tasks:		
	1. Compacts are distributed to teachers before Fall Conferences.		
	Assigned to:	Angie King	
	Target Completion Date:	06/30/2013	

	Comments:	
	2. Compacts referred to and reviewed at Monthly Curriculum Nights, Jan. through May.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. Compacts reviewed to at Spring Conferences.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	IG11 - The student report card shows the student's progress in meeting learning standards. (86)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Report card in the process of being revised district wide	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Technical and Adaptive Leadership

Clarifying district-school expectations

Indicator	IC05 - Federal and state programs are coordinated and integrated with other local services and programs. (2888)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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 coordinating with local services to include students who would benefit the most first.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Objective: Reduction in duplication of service means more cohesive and effective service to families and students. After 1 Year: District representatives participate in planning and implementation of community collaboratives. After 4 Years: Community collaboratives facilitate true partnership and shared responsibility toward meeting common goals.
	Target Date:	06/30/2013
	Tasks:	
	1. 1. Meet with principals 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:	
	2. 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:	
	3. Apprising principals and key stakeholders of progress as it is made throughout the development process.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
January 16, 2013		
Indicator	IC01 - The principal reports and documents the school's progress monthly to the superintendent. (2559)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012

Evidence:	This is currently happening at a high degree.
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January 16, 2013

ESEA Category: Educator Effectiveness

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/18/2012
	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 goal. Walk throughs are scheduled and principal will be using data to identify school wide and individual teacher needs.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012
	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:	Leadership team is being developed.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	
Status	Tasks completed: 0 of 6 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/18/2012
	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:	Classroom walk-throughs are scheduled and will drive the professional development for the year.	
Plan	Assigned to:	Karen Justice Harger	
	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	
	Tasks:		
	1. (1) Monthly, principal will facilitate professional conversations through email with all certificated teachers based on Walkthrough data.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. (2) PD needs will be identified according to the walkthrough data in the classrooms. This will include professional conversations/collaboration/co-teaching between classroom teachers and instructional support teachers: English language development, Special Education and Title 1.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. (3) Instructional Coach develops/maintains website highlighting classroom best practices observed throughout the building.		
	Assigned to:	Josh Edwards	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. (4) Principal facilitates learning walks for teachers, differentiated through classroom observations.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		

	5. (5) PBIS Team identifies classroom management needs through data analysis to identify individual teacher professional development, as well as schoolwide patterns of professional development need.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	6. Principal identifies professional development need of individual teachers through Walkthroughs and classroom observations and provides support, as determined.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 6 (0%)

January 16, 2013

Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	
	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:	Currently there is no plan in place to allow time away from a classroom, substitutes would be required well as extra planning time and meeting time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	
	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:	Time is a major constraint. Planning time, writing sub-plans, time away from the classroom are all needed to do this successfully.	
Plan	Assigned to:	Not yet assigned	

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently a plan is in place.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 professional development plan revolves around identifying indicators of effective teaching practices for individual teachers as well as school-wide.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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	Principal is currently working to identify staff strengths in	

	development:	order to connect learning opportunities based on teacher strength and school-wide improvement.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	<p>Fully Met: School Leadership Team uses patterns of Walkthrough data to determine professional development needs for the whole faculty, identifying strengths and areas of need.</p> <p>First year goal: School Leadership Team is formed and will use Walkthrough data from principal to identify school improvement and professional development needs. Leadership Team will use school 20% and 100% Data team information to identify school improvement and professional development needs.</p> <p>Evidence: Leadership Team will meet twice monthly for a minimum of 30 minutes to analyze student and classroom Walkthrough data for areas of strength and weaknesses and areas in need of improvement. This will include data from our 100% Data Team meetings (meet 3 times per year) and our 20% Data Team meetings(every 8 weeks.)</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (1) Leadership Team is formed with certified, classified and parent/community representatives. The team will meet twice a month, for a minimum of 30 minutes.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (2) Leadership Team uses Walkthrough data is used to identify whole staff professional development needs.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (3)20% Data Teams will be formed and will meet very 8 weeks.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (4) 100% Data Teams will be formed and will meet 3 times per year: Fall, Winter, Spring.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (5) Leadership Team will use data from the 20% and 100% Data Team meetings to identify Professional Development needs for the whole faculty.	

	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (6)Leadership Team will use data from principal observations during Core Literacy to identify Professional Development needs for the whole faculty.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

January 16, 2013

Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/18/2012
	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 will be a part of the walk through observation form and a part of staff development.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Educator Effectiveness

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)	
Status	Tasks completed: 0 of 6 (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:	Some teams and/or parts of teams are backwards planning but everyone needs to come on board with this. We will be doing some district level work but we may need do work at a pace that allows for implementation earlier in the year at the

		building level.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	<p>Fully Met: Units of Instructions are aligned to I can statements.</p> <p>Looks like after 1 yr: I can statements aligned to CCSS.</p> <p>Evidence: "I can" statements posted daily - measured through walkthrough.</p> <p>First year tasks: (i) All teachers will receive PD training on "I can statements." (ii) All teachers will include "I can statements" aligned to CCSS for their grade level. (iii) Teachers will post "I can statements." (iv) Teachers will teach the concepts. (v) Teachers will refer to "I can statements" throughout lessons. (vi) Students will articulate their understanding of the "I can statements." People: Karen Justice Harger</p>
	Target Date:	06/30/2013
	Tasks:	
	1. All teachers will receive PD training on "I can statements."	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. All teachers will include "I can statements" aligned to CCSS for their grade level.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. Teachers will post "I can statements" for learning throughout the day.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. Teachers will teach the concepts.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. Teachers will refer to "I can statements" throughout lessons.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. Students will articulate their understanding of the "I can statements."	

		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2012
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 6 (0%)

January 16, 2013

Indicator	IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 09/12/2012
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	Explain why not a Priority or Interest:	This would be wonderful in an ideal world, but we do not have the resources or time to accomplish this yet.
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January 16, 2013

Indicator	IIA04 - The Leadership team provides for articulation and alignment between and among all grade levels. (2561)
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Status	Tasks completed: 0 of 3 (0%)
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Assessment	Level of Development:	Initial: Limited Development 09/18/2012
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	Index:	6 (Priority Score x Opportunity Score)
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	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	We do not have alignment of the use of curriculum between all grade levels.
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Plan	Assigned to:	Karen Justice Harger
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	How it will look when fully met:	<p>Fully Met: Vertical teams will continue and develop the vertical alignment looking at data to analyze student growth, student work and integration of subject areas. Integrated Instructional Maps designed for Language Arts, Math, Science and Social Studies.</p> <p>Looks like after 1 yr: Creation of vertical curriculum teams in Reading.</p> <p>Evidence: List of committee members and minutes from meetings. Instructional Maps utilized K-5 to ensure alignment.</p> <p>First year tasks: (i) The Leadership Team allocates PD minutes to vertical/horizontal alignment work at the district level in Language Arts. People: Karen Justice Harger</p>
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	Target Date:	06/30/2013
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	Tasks:	
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	1. (1) The Leadership Team allocates PD minutes to vertical/horizontal alignment work at the district level in Language Arts.
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	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	2. (2) PLCs will be held together in the Library with a portion of each PLC session devoted to discussion among and between grade levels, which will facilitate vertical and horizontal alignment of the work.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (3) Evidence of articulation and alignment will be posted on the front hallway bulletin board for all stakeholder notification and education regarding articulation and alignment work. This will be done for a minimum of 2 areas.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

ESEA Category: Educator Effectiveness

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/12/2012
	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:	It would be nice to have district-wide pre/post assessments for standards-based objectives so that we are not reinventing the wheel and are aligned across the district.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)	
Status	In Plan / No Tasks Created	
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:	Varies by grade level and subject area. District-wide sharing would help.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)		
Status	In Plan / No Tasks Created		
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:	All teams and PLC's do this to varying degrees and levels.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)		
Status	Tasks completed: 0 of 3 (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:	All teams and PLC's do this to varying levels and degrees.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: District-wide CFAs given and used to plan / adjust instruction at least every other month.</p> <p>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.</p> <p>Evidence: Copies of grade level pre-test results.</p>	

	Target Date:	06/30/2013
	Tasks:	
	1. (i) Teachers design and/or utilize CFAs to assess individual student academic needs.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Differentiated learning opportunities (based on CCSS) are provided in accordance with pre-test results (CFAs).	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Learning opportunities will be designed to accelerate and enhance achievement.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	IIB05 - All teachers re-teach based on post-test results. (95)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: 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:	Ideally we would like to get back to these kids but sometimes it is difficult to find time and resources to be able to re-teach in a new way.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Educator Effectiveness			
Engaging teachers in differentiating and aligning learning activities			
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 easy to address but takes time for each team or teacher to do. Subjects with new standards or Common Core Standards need to be aligned, but other units just need to be reviewed to make sure they are still aligned.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: Teachers will develop and use a variety of activities based on CCSS and "I can statements" in all content areas.</p> <p>Looks like after 1 yr: Teachers will develop and use a variety of activities based on CCSS and "I can statements" in Language Arts.</p> <p>Evidence: "I can" statements posted daily matching CCSS in Language Arts- measured through walkthrough. Student learning activities will match the I can statements.</p>	
	Target Date:	06/30/2013	
	Tasks:		
		1. Will use the CCSS alignment work from 2012/2013 to vertically and horizontally align literacy instruction.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		2. Product will be used to ensure fidelity to teaching CCSS to all students during 90 minute Core Literacy block.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		3. District level teams will vertically/horizontally align Language Arts.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		4. Teachers will include resources that are aligned to objectives.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
		5. Teachers will develop and use a variety of activities based on CCSS and "I can statements" in	

	Language Arts.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

January 16, 2013

ESEA Category: Educator Effectiveness

Assessing student learning frequently with standards-based assessments

Indicator	IID03 - Teachers receive timely reports of results from standardized and objectives-based tests. (101)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/18/2012
	Evidence:	We have access to reports immediately in easyCBM and receive print reports in a timely manner. Writing is team scored and is subject to district-wide deadlines.

January 16, 2013

Indicator	IID04 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/18/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school district has adopted Synergy, which currently includes demographic information and attendance. Eventually test scores will be included, but we don't know if there are plans to include placement information and behavior indicators.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Fully Met: Data Warehouse, managed by a data clerk, accessible to all teachers. Looks like after 1 yr: SWIS, eCBM are used consistently. Staff agrees upon classroom based reading assessment, utilizes 3 times per year and tracks in database. Agreed upon assessment used to inform individual student instruction in literacy.

		Evidence: Print outs with blacked out names. Agenda / Outcomes of data team meetings (100% and 20%) First year tasks: (i) RtI Team will maintain a central database recording SWIS Entry, demographic information (via Synergy), attendance data collection and ECBM Reading and Math data. People: Lisa Anderson, Angie King, Sujata Soni-Wipper, Ana Valez, Laura Goodman, Lisa Robison and Karen Justice Harger.
	Target Date:	06/30/2013
	Tasks:	
	1. RtI Team will maintain a central database recording SWIS Entry, demographic information (via Synergy), attendance data collection and ECBM Reading and Math data.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
January 16, 2013		

Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: 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:	Site Council has developed a school-wide improvement plan that includes learning goals based on student data for grades 3, 4 and 5. Goals focus on subgroups.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)		
Status	Tasks completed: 0 of 10 (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:	PLC's in place. This would require an additional component to our already existing PLC format.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: Teams meet regularly to disaggregate and analyze data in a procedural manner using common assessment that allow us to inform curricular and instructional strategy decisions. Based on data analysis, discussion and planning, changes in curriculum and instructional practices are made. These will vary depending on subgroup population and individual student learning needs.</p> <p>After 1 Year: In one year we will have the following structures in place for data analysis related to curriculum and instructional strategy revisions:</p> <ul style="list-style-type: none"> • Common formative reading asses (K-5 or K-2, 3-5) • PLC Engagement • CCSS Alignment (District teams) • 20% Data Teams • Kid Chats • PBIS Wednesday Time Grants <p>Evidence: ???.</p> <p>Tasks: ???.</p>	
	Target Date:	06/30/2013	
	Tasks:		
	1. 1) Common Formative Reading Assessments: We will use PD time to evaluate various available reading assessments that inform daily instructional decisions. We will agree upon 1 assessment K-5 or 2 assessments: K-2 and 3-5.		
	Assigned to:	Angie King	
	Target Completion Date:	11/28/2013	
	Comments:		
	2. A focus of Walkthroughs will be reading engagement. Teachers will use data from Walkthroughs to implement instructional strategies to increase student engagement. School instructional coach will support with resources and release time for learning walks/ observations.		

			<ul style="list-style-type: none"> • A focus of Walkthroughs will be reading engagement. Teachers will use data from Walkthroughs to implement instructional strategies to increase student engagement. School instructional coach will support this through release time.
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/17/2013
		Comments:	
	3.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/13/2013
		Comments:	Grade level teams across all 4 schools will meet monthly to align CCSS in reading to the school district calendar including assessments, resources(curriculum), and (?).
	4.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/17/2013
		Comments:	Grade level teams across all 4 schools will meet monthly to align CCSS in reading to the school district calendar including assessments, resources (curriculum), and instructional strategies.
	5.	Grade level teams across all 4 schools will meet monthly to align CCSS in reading to the school district calendar including assessments, resources (curriculum), and instructional strategies.	
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/13/2013
		Comments:	
	6.	Grade Level teams will meet with instructional support team every 8 weeks, to analyze students in interventions, track progress, and make instructional decisions.	
		Assigned to:	Sujata Soni Whipper
		Target Completion Date:	06/13/2013
		Comments:	
	7.	Four times yearly, teachers may choose to meet with the instructional support team to present individual students in order to brainstorm ideas of support; behavioral and instructional strategies.	
		Assigned to:	Lisa Anderson
		Target Completion Date:	06/17/2013

	Comments:	
	8. Students gather weekly for PBIS assemblies with the school counselor. Teachers may submit an action plan based on student data requesting this release time to work on increasing academic achievement. The product would be necessary changes in curriculum and instructional strategies supporting accelerated growth gains.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/13/2013
	Comments:	
	9. Form will be created for "kid chat" that will include student strengths, goals, progress towards goals, supports already in place, suggestions/plans from "kid chat" team members, and time line for implementation of strategies.	
	Assigned to:	Lisa Anderson
	Target Completion Date:	11/01/2013
	Comments:	See Karen for more specifics and use last years form as a starting point.
	10. 20% and 100 Data Team work will help identify patterns in strengths and weaknesses of curriculum and instructional strategies.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 10 (0%)

January 16, 2013

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/12/2012
	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:	PLC's are effective when grade level teams have the flexibility to focus on high-priority student learning needs. Currently, we do not have this flexibility.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)	
Status	Tasks completed: 0 of 3 (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:	We have the RTI team that looks at school wide data (EasyCBM - Rdg Fluency and math, and district writing samples). Grade level teams bring additional data but varies by grade level.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: The Instructional teams will continue identification of students in need of instructional support or enhancement.</p> <p>Looks like after 1 yr: Using a comprehensive battery of assessments teachers will identify student needs.</p> <p>Evidence: CFAs, OAKS data, IRI, ECBM, Cognitive and Academic Special Education testing, ELPA, Speech and Language testing, Checklists administered as needed or required.</p> <p>First year tasks: (i) PLCs and 20% Data Teams will analyze data to identify students in need of support or enhancement. (ii) Use PBIS Time Grants [release time for teachers to collaborate with school-wide specialists regarding individual student progress] to identify specific differentiation strategies within the classroom. (iii) For details on implementation, see IID08. People: Karen Justice Harger</p>	
	Target Date:	06/30/2013	
	Tasks:		
	1. (i) PLCs and 20% Data Teams will analyze data to identify students in need of support or enhancement.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. (ii) Use PBIS Time Grants [release time for teachers to collaborate with school-wide specialists regarding individual student progress] to identify specific differentiation strategies within the classroom.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. (iii) For details on implementation, see IID08.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	

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

January 16, 2013

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Some teams have made pre and post tests for some subject areas, but many more need to be created. Currently, there isn't enough time in the day to do that.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: 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:	Currently lacking a math curriculum. In order to inplement this, we would need time, money and resources.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	

	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:	Most teachers are able to accomplish this in e allotted time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA03 - All teachers use objectives-based pre-tests. (112)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Some content areas are easier to implement than others.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA04 - All teachers use objectives-based post-tests. (113)		
Status	In Plan / No Tasks Created		
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:	Some content areas are easier to implement than others.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)		
Status	In Plan / No Tasks Created		
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:	Due to class sizes, to record ALL students progress is unrealistic for all teachers and subjects.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)		
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Status In Plan / No Tasks Created

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:	not all teachers record and keep assessments taken for all subjects and kids.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)		
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Status Tasks completed: 0 of 5 (0%)

Assessment	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:	Lack of materials, assistants/teachers and time to make this happen.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Fully Met: Differentiation of assignments is occurring for all students. Looks like after 1 yr: Will have developed pretests (CFAs) in language arts and will begin to differentiate assignments for all students. Evidence: CFAs (pretests) given and used to plan / adjust	

		assignments as needed, grades, meeting or exceeding standards, growth of each student.
	Target Date:	06/30/2013
	Tasks:	
	1. (i) See IID08	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Classroom teachers will analyze individualized data in order to plan differentiated instruction.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) School-wide specialists will participate in ongoing PD training to assist teachers with differentiating instruction.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2012
	Comments:	
	4. (iv) PBIS Time Grants, PLCs, and 20% Data Teams will be venues for professional learning and planning around this work.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (ii) Instructional Support Team and Classroom teachers will collaborate to analyze individualized data in order to plan differentiated instruction.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

January 16, 2013

Indicator	IIIA08 - All teachers review the previous lesson. (117)		
Status	In Plan / No Tasks Created		
Assessment	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:	easy to link previous knowledge prior to lesson.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)		
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Status In Plan / No Tasks Created

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:	Can be clearly conveyed to students verbally.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics. (120)		
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Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/12/2012	
	Evidence:	When walking around classrooms you will see: pictures, student work, organizers, etc.	

January 16, 2013

Indicator	IIIA13 - All teachers explain directly and thoroughly. (122)		
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Most teachers are currently doing this to the best of their ability.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA14 - All teachers maintain eye contact. (123)		
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Status	In Plan / No Tasks Created		
Assessment	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:	Teachers are currently using the appropriate level of eye contact for our community and diversity of students.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA16 - All teachers use prompting/cueing. (125)		
Status	In Plan / No Tasks Created		
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:	Most teachers use prompting and cues appropriately with behaviors and content.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA17 - All teachers re-teach when necessary. (126)		
Status	In Plan / No Tasks Created		
Assessment	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:	Based on the numbers of students in classrooms, we are also lacking personnel.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA19 - All teachers review with questioning. (128)		
Status	In Plan / No Tasks Created		

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:	Most teachers are using this technique. Also, some teachers use and are required to use a higher level of questioning.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA20 - All teachers summarize key concepts. (129)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Most teachers use a closure technique and summarize most of the time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/12/2012	
	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:	Most teachers use the 'think, pair and share' techniques and use open-ended questioning when necessary.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	

	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:	Most teachers encourage 2/3 indicators.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA26 - All teachers encourage students to check their own comprehension. (135)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Most teachers encourage students to check comprehension during reading block	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA28 - All teachers travel to all areas in which students are working. (137)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most teachers use proximity in instruction.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA29 - All teachers meet with students to facilitate mastery of objectives. (138)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Most teachers conference throughout the day as needed with students.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA30 - All teachers encourage students to help each other with their work. (139)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most teachers use buddy classrooms and peer teaching throughout the day	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback). (140)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most teachers follow through with 2/3 strategies.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Through breakfast in the classroom, teachers are able to interact with students.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound homework practices and communication with parents

Indicator	IIIB01 - All teachers maintain a file of communication with parents. (150)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	
	Explain why not a Priority or Interest:	Leadership team will address at a later date.	

January 16, 2013

Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	
	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:	Leadership team will address this year.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: Report card fully aligned with CCS.</p> <p>Looks like after 1 yr: Teachers will have worked in district aligned teams to look at CCS to determine relevant standards for report cards in the areas of Language Arts.</p> <p>Evidence: Report Cards linked to CCS accurately portray a students progress toward grade level standards.</p> <p>First year tasks: (i) Fall and Spring Teacher-Parent Conferences will report the student's mastery of specific standards-based objectives. (ii) The report card will convey this information to the families each trimester. People: Karen Justice Harger</p>	

	Target Date:	06/30/2012
	Tasks:	
	1. (i) Fall and Spring Teacher-Parent Conferences will report the student's mastery of specific standards-based objectives.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) The report card will convey this information to the families each trimester.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

January 16, 2013

ESEA Category: Teaching and Learning

Expecting and monitoring sound classroom management

Indicator	IIIC02 - Transitions between instructional modes are brief and orderly. (157)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Teachers have transition procedures in place.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	IIIC05 - All teachers use a variety of instructional modes. (160)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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	Teachers strive to use a variety of instructional modes.	

	development:	
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: District and School Structure and Culture

District and School Structure and Culture

Indicator	CUL1.1 - The principal works with teachers to expand learning options that will increase student engagement. (2917)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 major school focus.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.2 - All teachers demonstrate high expectations for all students regardless of race, economic status disability, or any other distinguishing characteristics (2918)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 feel that this is a national issue that needs to be addressed more honestly at the national, state and district level so that funding and training can be provided to teachers to create a more balanced, attuned system to support all of our student demographic. We have, just this year, improved our literacy block to include a higher order thinking component for all students this includes back fill support for those students missing skills in various aspects of literacy.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Fully Met: The achievement gap has been closed. All students from all demographic sub groups are engaged and learning at grade level.

		<p>Looks like after 1 yr: School-wide master schedule that allows for all students from all demographic groups (including traditionally underperforming groups such as ESL, students of color, Sped, students in poverty) to access grade level core curriculum. Sub group achievement data will be analyzed at 20% and 100% Data team meetings, and reteaching/interventions will address the learning gaps, which will support the whole school mission that all students can and will learn. Teachers will reach out to parents from all student demographic populations to support attendance and achievement.</p> <p>Evidence: Master schedule, "I can" statements, professional development on differentiation, data team meetings.</p> <p>First year tasks: (i) Master schedule to ensure that all students are receiving grade-level content throughout the day. (ii) All teachers use CCSS with all students in Language Arts. (iii) Teachers will utilize the following tools to identify students who need assistance in reaching grade-level and above levels of academic achievement: 100% Data Team meetings, 20% Data Team meetings, RTI meetings, PBIS Grant Time meetings, PLCs, Kid Chats, walk-throughs, after-school classes for reading and ELL, and informal collaboration with instructional support team. Schedule meetings. Breakdown the data into subgroups listed in this indicator. People: Karen Justice Harger.</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Master schedule to ensure that all students are receiving grade-level content throughout the day.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) All teachers use CCSS with all students in Language Arts.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. Teachers will utilize 100% and 20% Data Team meetings to identify and plan interventions for students identified in need of assistance in reaching grade-level and above levels of academic support.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. Teachers will utilize SWIS data to identify and plan interventions for students identified in need of assistance in reaching grade-level and above levels of academic and behavior support.	

		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	5. Teachers will utilize PBIS Time Grants to to identify and plan interventions for students identified in need of assistance in reaching grade-level and above levels of academic support.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 5 (0%)

January 16, 2013

Indicator	CUL1.3 - All students have access to and participate in rigorous curriculum. (2919)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	In process	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.4 - All students perceive the school environment and staff as respectful. (2920)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All staff is trained in PBIS and students are instructed in this manner.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.5 - The school principal and staff work together to create a respectful environment with consistent school rules and expectations. (2921)		
Status	In Plan / No Tasks Created		

Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	As a PBIS school, this being addressed.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.6 - All staff positively reinforce expected behaviors. (2922)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are a PBIS school.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.7 - The school leadership and teachers understand and practice an agreed upon procedure for handling problem behaviors, referrals and suspensions. (2923)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	Teachers, specialists, and admin meet to discuss this regularly and our procedures are in place and evolving.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CUL1.8 - The school leadership team and teachers build structures and procedures for monitoring the impact that adult actions have on student success. (2924)		
Status	Not a priority or interest		

Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	We focus on this in other ways.

January 16, 2013

Indicator	CUL1.9 - The school leadership team and teachers examine behavior trend data regularly and use the data to make proactive, systemic changes to improve student behavior. (2925)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently our RTI leadership team and teachers meet every 8 weeks and discuss this.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.10 - School and district leaders actively promote a shared vision for cultural awareness and an understanding of diversity among students, staff, and community. (2926)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 worked on in site council and at the district level.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CUL1.11 - The school principal works with teachers to build flexible schedules that provide additional instructional time in core areas, focusing on the areas of greatest student need (2927)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not a priority or possibility within the contract.

January 16, 2013

Indicator	CUL1.12 - Teachers and principals build structures and procedures for monitoring the impact that adult actions have on student success. (2928)
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Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not a priority at this time.

January 16, 2013

Indicator	CUL1.13 - District and school reaches out to parents and community in regular and meaningful ways. (2929)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 currently hiring for a community outreach coordinator and looking to establish a community room at school.
Plan	Assigned to:	Not yet assigned

January 16, 2013

ESEA Category: Family and Community Involvement		
Sharing leadership with the school community		
Indicator	SL1.2 - Parents are included on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel. Where site governance bodies exist, give equal representation to parents. (2891)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	
	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:	A new Focus School/Site Council leadership team has been created and we will ensure the above information is shared on a regular basis so that parents are always included in decisions described above.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Fully Met: Parents in leadership team are well versed in mentioned areas. Looks like after 1 yr: Parents have equal representation on leadership team. Training has been given to parents on

		<p>leadership on policy, curriculum, budget, safety and personnel.</p> <p>Evidence: Parents comprise 50% of the leadership team, training calendar, meeting minutes, and sign-in sheet.</p> <p>First year tasks: (i) Seek out and recruit parents representing the demographics of the school. (ii) Teachers submit list of parent recommendations to the principal. (iii) Form a yearlong plan for training of parents on the components necessary for the leadership team, as enumerated by this objective. (iv) Distribute a professional development calendar. People: Karen Justice Harger</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Seek out and recruit parents representing the demographics of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Teachers submit list of parent recommendations to the principal.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Form a yearlong plan for training of parents on the components necessary for the leadership team, as enumerated by this objective.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Distribute a professional development calendar.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. Training for parents on Site Council will be provided from 3:05-3:20 the first and third Thursday of each month.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

January 16, 2013

Indicator	SL1.3 - The school seeks and encourages parental participation in decision-making that
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	affects all students. (2892)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	Parents are involved in Site Council, PBIS and PTO.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	SL1.4 - The school provides training for staff and parents on collaborative partnering and shared decision making. (2893)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	We don't.	

January 16, 2013

Indicator	SL1.5 - The school has a written statement of purpose for its Parent-Teacher Organization. (1554)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	We don't know.	

January 16, 2013

ESEA Category: Family and Community Involvement

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

Indicator	GR1.1 - The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)		
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Status In Plan / No Tasks Created

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:	We are working on creating more community involvement opportunities and attention to home-language.	

Plan	Assigned to:	Not yet assigned	
January 16, 2013			
Indicator	GR1.2 - The school's mission statement is distinct, clear, and focused on student learning. (201)		
Status	In Plan / No Tasks Created		
Assessment	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:	We have an all-staff developed draft that is currently being revised and edited.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			
Indicator	GR1.3 - The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	Not interested in at this time.	
January 16, 2013			
Indicator	GR1.4 - The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 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:	Currently no compact.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Fully Met: The student handbook is available for top three languages of the school to access in their home language. Looks like after 1 yr: 1 compact is given to every family during PT conferences. Evidence: Compact is translated into top four languages	

		(copies provided). Agenda from back to school nights. Sign in sheets.
		People: Karen Justice Harger
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Create common district compact.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Teachers are trained and familiarized in the compact.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Translate compact into languages accessible to top three languages spoken in school community.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Distribute compacts at Fall and Spring conferences to all stakeholders listed in this indicator.	
	Assigned to:	Angie King
	Target Completion Date:	06/30/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	GR1.5 - School celebrates its accomplishments. (178)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 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 have some PBIS systems working toward this goal.	
Plan	Assigned to:	Not yet assigned	

Indicator	GR1.6 - The school establishes policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity. (2895)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are planning monthly community get-togethers and in the process of hiring a community liaison.	
Plan	Assigned to:	Not yet assigned	

Indicator	GR1.7 - The school involves parents in setting student goals each year and in planning for post-secondary education and careers. The school encourages the development of personalized education plan for each student, where parents are full partners. (2896)		
Status	Tasks completed: 0 of 7 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	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 understand the importance but are looking at classroom priorities first.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: District aligned compacts will be created, and used at Parent Teacher Conferences twice per year. Parents, teachers and students will look at individual student assessment data to identify goals which will lead to post secondary education and careers.</p> <p>Looks like after 1 yr: No building-wide plan yet, as we are waiting to have a uniform system, K-12, districtwide. Some teachers use data to set goals with parents as full partners at Parent Teacher Conferences, twice per year.</p> <p>Evidence: Compacts are sent to families. Each compact will have a personalized education plan. Revised Parent Teacher Conferences, twice per year.</p>	

	Target Date:	06/30/2013
	Tasks:	
	1. (1) Identify AVID pathways to post-secondary education.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (2) Develop presentations for Monthly Family Engagement Events based on AVID pathways.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (3) Seek interpreter/translator services for the Family-School Nights for the top three languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (4) Goal setting with parents, based on data, done by individual teachers in the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (5) Before Spring Conferences, professional development will be provided for all staff (by staff currently using this system) addressing the benefits of and how to use data to include parents and students in the goal setting process, which leads to post secondary and career readiness.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (6) Goals will be sent home to parents.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2012
	Comments:	
	7. (7) Principal will lead discussions at district level to discuss possibilities for aligned(K-12) data driven, goal setting compact.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 7 (0%)

January 16, 2013

Indicator	GR1.8 - The Student Report Card includes the student's progress toward learning
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	standards. (1854)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	A new common core based report card is in the process of being completed.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: A report card that includes a visual representation of standards based student growth for each core subject and student behavior. The report card will also include any areas of special instruction (SPED, ELD, SUN School etc...) It will be available in all languages and scoring that is easy to interpret in a visual manner.</p> <p>Looks like after 1 yr: ???.</p> <p>Evidence: By the end of the year our district will establish the core reporting areas and how to visually represent growth in each subject using our current system.</p> <p>Tasks: (i) Report card will be revised to reflect priority CCSS. For additional information, refer to CM2.4, CM2.5, CM2.6 CM2.7 and CM2.8/CM3.6.</p> <p>People: Karen Justice Harger</p>	
	Target Date:	06/30/2013	

January 16, 2013

Indicator	GR1.9 - The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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 ALWAYS encourage parents to be involved in our classrooms.	
Plan	Assigned to:	Not yet assigned	

ESEA Category: Family and Community Involvement**Providing two-way, school-home communication linked to learning**

Indicator	CM1.1 - The school's Compact, and learning standards are routinely reviewed and discussed at faculty meetings. (2897)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
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	Explain why not a Priority or Interest:	Not at this time.
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January 16, 2013

Indicator	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)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 01/03/2013
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	Index:	4	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	We have a Mission statement, Title 1 compact and some teachers have homework and classroom visit procedures. Those documents, have been shared with families. We need to create a Parent Involvement Policy and then be sure to include all of the above documents in the school improvement plan.
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Plan	Assigned to:	Not yet assigned
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January 16, 2013

Indicator	CM1.3 - The school's key documents (Parent Involvement Plan, Mission Statement and, Compact, are annually distributed to teachers, school personnel, parents, and students. (2899)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
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	Evidence:	It is in our "School Handbooks."
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January 16, 2013

Indicator	CM1.4 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents and are translated for non-English speaking parents. (2900)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
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	Explain why not a Priority or Interest:	We are currently working to complete the school improvement plan.
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January 16, 2013

Indicator	CM1.5 - The school disseminates information on school reforms, policies, discipline procedures, assessment tools, and school goals, and includes parents in any related decision-making process. (2901)
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Status	In Plan / No Tasks Created
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Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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:	Some information is shared with parents when possible and/or necessary.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CM2.1 - Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 09/18/2012
	Evidence:	We have conferences in the fall and spring and students are encouraged to come to both.

January 16, 2013

Indicator	CM2.3 - All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences. (1592)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not a priority for us at this time.

January 16, 2013

Indicator	CM2.5 - Records of persons attending parent-teacher conferences and Next Steps are maintained and provide teachers in subsequent years. (1827)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not a priority at this time.

January 16, 2013

Indicator	CM3.1 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)
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Status	Tasks completed: 0 of 11 (0%)
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Assessment	Level of Development:	Initial: Limited Development 09/18/2012
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	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many teachers maintain good communication with parents all year.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: The number of parents and the amount of involvement is increased.</p> <p>Looks like after year 1: Monthly Community Newsletter to parents from teachers, monthly Teacher Newsletter, Parent-Teacher Conferences, the Parent-Leadership Team, Surveys, Open House Nights, walking students out of school after dismissal, providing set hours in the front office for interpreter services and monthly Family Curriculum Nights. School personnel contacts parents for discipline, attendance, and positive comments. Conversations between teachers and parents happen during PT conferences, PTO meetings, School Community Council meetings, and informal meetings with principals and parents.</p> <p>Evidence: Copies of newsletters, phone log of calls made and received (varies among teachers), attendance records from PT conferences, and sign in sheets from parent meetings with meeting notes. Parent survey results demonstrate that parents feel their voice is heard.</p> <p>First year tasks: (i) Publish monthly Community Newsletter to parents from school in the top 3 languages of the school. (ii) Publish monthly Teacher Newsletter. (iii) Parent-Teacher Conferences. (iv) The Parent-Leadership Team will enable ongoing dialogue and representation of parental interests. (v) Parent surveys will be distributed for family input. (vi) Open House Nights will have time for structured family input. (vii) Teachers will walk students out of school after dismissal to buses/transportation, availing themselves to family for candid conversation. (viii) School will provide scheduled and regular hours in the front office for interpreter services and monthly Family Curriculum Nights. (ix) School personnel will contact parents regarding discipline, attendance, and positive comments. (x) Principal will hold monthly "Community Coffees" (xi) Conversations between teachers and parents will occur during Parent-Teacher conferences, PTO meetings, School Community Council meetings, and informal meetings with principals and parents. For additional information about implementation, reference "Family and Community Involvement"</p> <p>People: Karen Justice Harger</p>	

	Target Date:	06/30/2013
	Tasks:	
	1. (i) Publish monthly Community Newsletter to parents from school in the top 3 languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Principal publishes weekly Staff Newsletter.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Parent-Teacher Conferences.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) The Parent-Leadership Team will enable ongoing dialogue and representation of parental interests.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (v) Parent surveys will be distributed for family input.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (vi) Open House Nights will have time for structured family input.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	7. (vii) Teachers will walk students out of school after dismissal to buses/transportation, availing themselves to family for candid conversation.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	8. (viii) School will provide scheduled and regular hours in the front office for interpreter services and monthly Family Curriculum Nights.	
	Assigned to:	Karen Justice Harger

		Target Completion Date:	06/30/2013
		Comments:	
	9. (ix) School personnel will contact parents regarding discipline, attendance, and positive comments.		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	10. (x) Principal will hold monthly "Community Coffees"		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
	11. (xi) Conversations between teachers and parents will occur during Parent-Teacher conferences, PTO meetings, School Community Council meetings, and informal meetings with principals and parents. For additional information about implementation, reference "Family and Community Involvement"		
		Assigned to:	Karen Justice Harger
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 11 (0%)

January 16, 2013

Indicator	CM3.2 - Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 this through homework assignments and newsletters.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.3 - Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	

	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:	There is no formal communication about curriculum of the home currently in place.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.4 - Parents are familiar with the "curriculum of the home" and discuss it with teachers. (190)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012	
	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:	There is no current curriculum of the home at this time.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.5 - The school encourages staff members to demonstrate respect for families and the family's primary role in the rearing of the children to become responsible adults. (2902)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012	
	Evidence:	This is part of our mission statement.	

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 8 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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	Teachers communicate with parents on a regular basis	

	development:	through newsletters, emails, phone calls, conferences, planners, evening events and language line.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	<p>Fully Met: Communication and translation services, as listed prior, will be provided in 10 languages. Each student will have a school planner.</p> <p>Looks like after 1 yr: The school will provide translation services and communication in the top 4 languages of the school via report cards, family evenings (including Open House and School Family Nights), interpreters in the office, and access to regular use of language line. Each student will have a school planner for parent communication, 4-5.</p> <p>Evidence: Invoice of interpreter/translator services in the top 3 languages, Interactive Notebook / Planner Parent Communication Component.</p> <p>First year tasks: (i) District level planners for communication for 4-5. (ii) Will translate report cards into the top 3 languages of the school. (iii) Interpretation services will be arranged for all school events. (iv) Website will be updated with forms and communications on a monthly basis.</p> <p>People: Karen Justice Harger</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (i) District level planners for communication for 4-5.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Will translate report cards into the top 3 languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Interpretation services will be arranged for all school events.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Website will be updated with forms and communications on a monthly basis.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	

	5. School will use positive awards including: Cougar Paws Applause, Star Student, Positive Referrals, Principal notes to students, etc. to report student progress and accomplishments.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	6. School staff will return parent phone calls within 24 hours.
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	7. Parent Teacher Conferences in Fall and Spring
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
	8. Report Cards sent home times per year
	Assigned to: Karen Justice Harger
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 8 (0%)

January 16, 2013

Indicator	CM3.7 - The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)	
Status	Tasks completed: 0 of 7 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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:	Right now some teachers communicate regularly on this topic with parents through newsletters and at conferences. The community newsletter now includes topics related to the curriculum of the home on a monthly basis. Our family literacy nights will always include this topic.
Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Fully Met: 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 10 languages. There is an agreement between district and staff about number of evening events to attend.

		<p>Looks like after 1 yr: Community Newsletter will include a section focusing on a component and the importance of the curriculum of the home; what parents can do at home to support their students' education in the top 3 languages of the school. 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 by the top 3 languages of the school.</p> <p>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.</p> <p>First year tasks: (i) Leadership team creates document based on AVID to define the curriculum of the home and share it in the top 3 languages of the school. (ii) Share document with all families and staff, and receive feedback. (iii) Leadership team revises common document. (iv) During two Open House meetings, differentiate in the top 3 languages of the school and present common understanding of the curriculum of the home and expectations. (v) A section is added to the Community Newsletter that focuses on one component of the curriculum of the home, monthly.</p> <p>Four year tasks: Same as Year 1. Provide in top 10 languages.</p> <p>People: Karen Justice Harger</p>
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Leadership team creates document based on AVID to define the curriculum of the home and share it in the top 3 languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Share document with all families and staff, and receive feedback.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Leadership team revises common document.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013

	Comments:	
	4. (iv) During Open House, present common understanding of the curriculum of the home and expectations.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (v) A section is added to the Community Newsletter that focuses on one component of the curriculum of the home, monthly. Published in top 3 languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. Family Engagement Nights scheduled monthly, January-May, with a focus on the AVID elements of the Curriculum of the Home: Writing, Inquiry, Collaboration, Organization and Reading.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	7. Some classroom teachers include elements of the curriculum of the home in classroom newsletters.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 7 (0%)
January 16, 2013		
Indicator	CM3.8 - The school reaches out to all families, not just those who attend parent meetings. (2904)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
	Evidence:	We send newsletters, make phone calls, email, use language line, send home positive referrals, etc.
January 16, 2013		
Indicator	CM4.1 - The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561)	
Status	Tasks completed: 0 of 6 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 understand that the night we have been assigned to have open house is not a convenient night for many of the demographics of our families. We are working with the district right now to find another night to provide custodial services on other nights when needed.	
Plan	Assigned to:	Karen Justice Harger	
	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.</p> <p>First year tasks: (i) Enter two dates for Open House meetings on master calendar, website, teacher newsletter, back-to-school newsletter, and reader board. (ii) Review research to create a common message to be used in dialogue with parents and (iii) publish the message in multiple languages, including in the school's top four languages. (iv) Create a rate-based survey reflecting the parental sense of empowerment in their child's education in the top four languages of the school. (v) Continue to build methods of communication, which will include written notices, online, student delivery, phone calls, face-to-face dialogue, and family communication tree. Four year tasks: (i) Expand use of interpretation/translation services to include the top 10 school languages.</p> <p>People: Karen Justice Harger</p>	
	Target Date:	06/30/2013	
	Tasks:		
	1. (i) Enter two dates for Open House meetings on master calendar, website, teacher newsletter, back-to-school newsletter, and reader board.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	2. (ii) Review research to create a common message to be used in dialogue with parents and		

	school staff.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	3. (iii) Publish the message in multiple languages, including in the school's top 3 languages.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. (iv) Create a rate-based survey reflecting the parental sense of empowerment in their child's education in the top four languages of the school.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	5. (v) Continue to build methods of communication, which will include written notices, online, student delivery, phone calls, face-to-face dialogue, and family communication tree.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2013	
	Comments:		
	6. (vi) Expand use of interpretation/translation services to include the top 10 school languages.		
	Assigned to:	Karen Justice Harger	
	Target Completion Date:	06/30/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

January 16, 2013

Indicator	CM4.4 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are routinely discussed at Open Houses. (1855)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	Next year we will change our format to address this indicator.	

Plan	Assigned to:	Karen Justice Harger
	How it will look when fully met:	Fully Met: Key documents will be translated into the top 10 languages of the school. Looks like after 1 yr: Key documents referred to in 1855. Evidence: All documents are published, translated in the top 3 languages, and available online and in print. Interpretation services provided at Open House and invoiced. People: Karen Justice Harger
	Target Date:	06/30/2013
	Tasks:	
	1. (i) Documents that are not created need to be.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) Interpretative services will be hired for Open House meetings.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Translations of all key documents will be made in the top 3 languages.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Documents will be published in print and online.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	CM5.1 - The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
	Evidence:	Synergy offers a ParentVue option

January 16, 2013

Indicator	CM5.2 - The school's website has a parent section that includes information on home	
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	support for learning, announcements, parent activities/resources. (2905)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
	Evidence:	www.parkrose.k12.or.us

January 16, 2013

Indicator	CM5.3 - The school's newsletter includes articles by parents, information on home support of learning, announcements of parent activities, and provides procedures on how parents may submit items. (1573)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	We do not know at this time.

January 16, 2013

Indicator	CM5.4 - The school has a bulletin board near the front entrance that includes information on home support for learning, announcements, parent activities, and provides procedures on how parents may post information. (1574)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
	Evidence:	As you enter the main building you will see the bulletin board to your right.

January 16, 2013

ESEA Category: Family and Community Involvement

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

Indicator	ED1.1 - Parent education programs include some multi-session group experiences with specific agendas. (191)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012
	Explain why not a Priority or Interest:	Our parent education is in its infancy.

January 16, 2013

Indicator	ED1.3 - Parent education programs are led by trained parent leaders. (206)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012
	Explain why not a Priority or Interest:	We currently don't have parent education programs or people to lead them.

January 16, 2013

Indicator	ED1.4 - The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 09/18/2012

	Explain why not a Priority or Interest:	We don't have the Curriculum of the home"	
January 16, 2013			
Indicator	ED1.6 - The school surveys parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty. (2906)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	Not at this time.	
January 16, 2013			
Indicator	ED1.9 - The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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 try to do this at back to school nights and newsletters. Full implementation would require more resources.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			
Indicator	ED1.10 - The school provides parents with practical guidance on the learning standards. (1826)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	Not developed at this time.	
January 16, 2013			
Indicator	ED2.1 - The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	
	Explain why not a Priority or Interest:	Not possible with our current resources.	
January 16, 2013			
Indicator	ED3.1 - The school has an organized and easy, accessible program for utilizing parent volunteers, which provides ample training on volunteer procedures and school protocol. (2907)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012	

Explain why not a Priority or Interest:	Not a possible priority at this time.
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January 16, 2013

Indicator	ED3.3 - The school ensures that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment. (2908)
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Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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:	Teachers are regularly in contact with parents about opportunities to be involved.
Plan	Assigned to:	Not yet assigned

January 16, 2013

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

Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our PTO is organizing this. At back to school night they had a sign up sheet which solicited information about volunteer opportunities and interests.
Plan	Assigned to:	Not yet assigned

January 16, 2013

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

Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	No time.

January 16, 2013

ESEA Category: Family and Community Involvement

Connecting members of the school community to support student learning

Indicator	CN1.1 - The school provides "intragenerational associations" in which students of different ages are brought together to learn. (193)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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 buddy classrooms of different grade levels.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

Indicator	CN1.2 - The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have a few parents volunteering in classrooms.	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

Indicator	CN1.3 - The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have family nights where parents read with their kids and meet other parents. And PTO	
Plan	Assigned to:	Not yet assigned	
January 16, 2013			

Indicator	CN2.1 - Office and support staff are trained to make the school a “welcoming place” for parents. (1593)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	We are not specifically trained because we are good people and this comes automatically.

January 16, 2013

Indicator	CN2.2 - The school team annually conducts a “walk-through” the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 done by the safety committee and some staff at the beginning of the year.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CN2.3 - A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not a priority at this time. We take ideas informally.

January 16, 2013

Indicator	CN2.4 - School personnel met in the hallways are friendly and offer assistance. (1851)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2012
	Evidence:	Yes we do.

January 16, 2013

Indicator	CN2.5 - Signs at all school entrances are in multiple languages and clearly welcome and guide families and visitors to the main office to sign in. (2910)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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:	Translation services are expensive, but we do try to do this, but not all information is currently translated.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN3.1 - The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students' learning. (1594)		
Status	Tasks completed: 0 of 8 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	Currently we cannot mandate that staff attend these events. The opportunities will be provided and staff and families will participate on a voluntary basis at this point.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: Family-School Nights are provided monthly and interpretation services provided in the top 10 languages of the school.</p> <p>Looks like after 1 yr: A minimum of one Family-School Night per trimester is provided with interpretation services provided in the top 3 languages of the school.</p> <p>Evidence: 3 Parent Nights Per Year, covering AVID Family Workshops addressing components of the home curriculum ().</p> <p>First year tasks: (i) Enter calendar dates. (ii) publish calendar dates. (iii) Create job posting and job description. (iv) Hire a Community Outreach Coordinator (COC). (v) COC will plan each Family-School Night with leadership team and Title 1 teacher. (vi) COC identifies a facilitator and works with him/her to prepare each evening's discussion. (vii) COC will coordinate advertise the events and extend personal invitations to families as needed. (viii) Seek interpreter/translator services for the Family-School Nights for the top 3 languages of the school.</p> <p>People: Karen Justice Harger</p>	
	Target Date:	06/30/2013	
	Tasks:		

	1. (i) Enter calendar dates.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	2. (ii) publish calendar dates.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	3. (iii) Create job posting and job description.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	4. (iv) Hire a Community Outreach Coordinator (COC).	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	5. (v) COC will plan each Family-School Night with leadership team and Title 1 teacher.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	6. (vi) COC identifies a facilitator and works with him/her to prepare each evening's discussion.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	7. (vii) COC will coordinate advertise the events and extend personal invitations to families as needed.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
	8. (viii) Seek interpreter/translator services for the Family-School Nights for the top 3 languages of the school.	
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 8 (0%)

January 16, 2013

Indicator	CN3.2 - All-school events (e.g., family reading night) include parent-child interactive activities. (199)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/18/2012	
	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:	Many school events have activities that include both parent and child.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CN3.3 - The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact,"curriculum of the home"). (2911)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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 activites currently scheduled, including Back to School Night, Winter Festival, Family Engagement Nights, Parent Teacher Conferences, ELL NIghts and Curriculum Nights.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	Fully Met: School will sponsor all-school events including Curriculum Nights, Back to School Night, Parent Teacher Conferences, Winter Festival, Family Engagement Nights, AVID information Night, ELL Nights, PTO meetings, Community Coffees, etc. At these events, two way dialogue between parents and teachers will address the parent role in student learning. First year Goal: In addition to currently implemented school sponsored events, we will align the 5 Family Engagement Nights (January-May) with the AVID WICOR Curriculum (Writing, Inquiry, Collaboration, Organization, Writing) to support conversations with families, using this as the Curriculum of the Home.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Set dates oncer per month for the Family Engagement Nights.		

	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
2. Hire Community Outreach Coordinator.		
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
3. Community Outreach Coordinator will use the AVID components of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) as a focus for each night family activity and the parent education focus for that portion of the evening.		
	Assigned to:	Karen Justice Harger
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

Indicator	CN3.4 - Family-School Nights include interactive, parent-child activities. (1853)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 try to provide this.
Plan	Assigned to:	Not yet assigned

January 16, 2013

Indicator	CN4.1 - The school provides a room for parents to meet. (1599)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is being worked on.

Plan	Assigned to:	Not yet assigned	
January 16, 2013			
Indicator	CN5.1 - The school distributes information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community. (2912)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/03/2012	
	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:	Currently our school counselor has a section in the monthly newsletter addressing resources. Frequently flyers are sent home to parents. We are attempting to send home as much as possible in as many languages as current funds permit. We are hoping that the district will also provide more translation services so that we can send out more documents across our demographic.	
Plan	Assigned to:	Karen Justice Harger	
	How it will look when fully met:	<p>Fully Met: There will be an archive of document and resources, including contacts in the community and effective/efficient resources. Paid Coordinator is on staff. Distributed at Parent Nights and via school newsletter.</p> <p>Looks like after 1 yr: Handouts go home weekly, one day a week, as agreed upon between families and the school. 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. There will be a community outreach coordinator at each school to identify and coordinate services and resources (already posted by HR).</p> <p>First year tasks: (i) Set day of the week for handouts to be sent home. (ii) Identify location for library of handouts for access by the community. (iii) Person assigned for monthly scanning and uploading of handouts. (iv) Create archive binder of all handouts for office front desk, including language line phone number. (v) COC will actively search out additional resources requested by the community and add to central location library, office archive and website. (vi) Teachers will communicate need requested by parents to the COC. People: Sue Fylan, Rebecca Smillie, COC, Karen Justice Harger</p>	

	Target Date:	06/30/2013
January 16, 2013		
Indicator	CN5.2 - The school informs staff members of the resources available in the community and strategies for utilizing those resources. (2913)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012
	Explain why not a Priority or Interest:	Not possible at this time.
January 16, 2013		
Indicator	CN5.3 - The school collaborates with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education. (2914)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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:	In process. We are hiring a community outreach coordinator and we also have some connection with SUN schools.
Plan	Assigned to:	Not yet assigned
January 16, 2013		
Indicator	CN5.4 - The school links parents to programs and resources within the community that provide support services to families. (2915)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/03/2012
	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 do hand out some information the families but the lack of time and money make this difficult.
Plan	Assigned to:	Not yet assigned
January 16, 2013		
Indicator	CN5.5 - The school fosters student participation in community service. (2916)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2012

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