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.

Prescott 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	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	The Site Council is the responsible committee for creating the school improvement plan.
		January 16, 2013
Indicator	**ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	All school teams have statements of purpose and by-laws that are frequently reviewed at meetings.
		January 16, 2013
Indicator	**ID03 - All teams operate with work plans for the year and specific work products to produce. (38)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	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 in the process of putting together criteria for year-long plans.
Plan	Assigned to:	Not yet assigned
		January 16, 2013
Indicator	**ID04 - All teams prepare agendas for their meetings. (39)**	

Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We have record of our PLC meetings from each month recorded electronically.

January 16, 2013

Indicator	**ID05 - All teams maintain official minutes of their meetings. (40)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We use a common form of tracking notes from team to team...

January 16, 2013

Indicator	**ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We have an electronic collection of PLC notes on a website for each team.

January 16, 2013

Indicator	**ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	There is a principal's advisory team led by teacher leaders that meets each month.

January 16, 2013

Indicator	**ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Each team is represented by a teacher leader and a specialist leader.

January 16, 2013

Indicator	**ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Site Council and the Principal's Advisory Team share in decisions pertaining to curriculum, instruction and professional development.

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 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently look at school-wide data, but are not looking at classroom observation data. We are more intensively involved in the RtI process, through which we will analyze grade-level data and implement a peer observation system for professional development.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Fully Met: School Leadership Team is Formed and Functioning which would include team leaders (paid through stipend ie. grade level, specialist, classified staff, including at least 3 parents) This team would meet at least once per month, and it's primary goal would be to review student growth data from the school central database, and analyze and evaluate professional development. The team develops and determines next steps for a professional development plan. Student growth data will include: district common formative assessments, smarter balance assessment growth, universal benchmarks in reading and mathematics, observation data, behavior and attendance.

1 year goal: School leadership team will be established (will include at least 1 parent) and it's primary agenda and minutes will address student growth, professional development, and school improvement. The team will determine common data points using common formative assessments, observation data, OAKS scores, behavior and attendance.

Evidence: Team meets monthly with an agenda that addresses student growth, professional development, and school improvement goals, Leadership team meeting minutes would be posted electronically, Our school will conduct 100% Data Teams at least 3xs per year by teacher, 20% data team meetings will be held at least 3 times per year.

Tasks:

People: |
| | Target Date: | 06/30/2013 |
| | Tasks: | |

		1. The team will determine common data points using common formative assessments, observation data, OAKS scores, behavior and attendance.	
		Assigned to:	Caren Haldeman
		Target Completion Date:	06/30/2012
		Comments:	
		2. Team meets monthly with an agenda that addresses student growth, professional development, and school improvement goals, Leadership team meeting minutes would be posted electronically	
		Assigned to:	Caren Haldeman
		Target Completion Date:	06/30/2012
		Comments:	
		3. 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.	
		Assigned to:	Caren Haldeman
		Target Completion Date:	06/30/2012
		Comments:	
		4. Principal Advisory team and site council will merge to create school leadership team	
		Assigned to:	Michael Lopes
		Target Completion Date:	11/30/2012
		Comments:	
		5. Publish agendas and meeting minutes to staff and community websites People: Julie Ugarte, Eric Marsh, Kate Purnell, Melinda Hayward, Doug King, Natalie Chong, Caren Haldeman, Michael Lopes, Rachel Humphrey (Parent), Heather Simoneau (Parent), LaShawn McCarthy, Instructional Coach, Chris McMurray	
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

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 09/27/2012
	Evidence:	Teachers are organized into grade-level teams and create lesson plans as teams.

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 09/27/2012
	Evidence:	Our teams meet 2x a month to discuss business, to review data, create curriculum and curriculum based assessments.

<div align="right">January 16, 2013</div>

Indicator	**ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 budget does not currently allow for sufficient time to develop and refine units or thoroughly review learning data.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

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	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 12/14/2012
	Evidence:	We have a leadership team in place, and it includes representation from all stakeholders, and we have systematic way of communicating school improvement changes to our school community, including staff. We have kept to our timelines for our current Comprehensive Achievement plan, and have regular leadership meetings (now scheduled monthly), and have a report for each of our parent meetings, and shared information about our school improvement efforts at our Back to School Improvement Night. We have a current plan to share out our updated revision and key tasks in January.

We are currently in process of adding parent members to our team- We have a focus on adding parents who represent our demographic, and have established a goal of adding at least one more parent to our team. We also have provided time at |

		our bi-monthly professional development to share out updated changes. Team representatives are liaisons to our process and are available to share even more details of the school improvement process with peers.

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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 good number of parents that participate in our parent group, but it doesn't represent our demarphics. It is a primarily white represented group.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Fully Met: Our School Leadership Team will include parents that represent the cultural diversity of the school. Each school will have a minimum of 3 parents on the school leadership team. 1 year: Form alliances to recruit parents to represent students impacted by the achievement gap. Each school will have at least 1 parent as part of the team. Evidence: A parent who represents students who speak English as a second language, a parent who represents students of color, and a parent who represents students of poverty. Tasks: People:	
	Target Date:	06/30/2013	
	Tasks:		
	1. School Leadership team will be formed including 2 existing parents, and team will develop a recruitment plan at first meeting to determine parents who are representative of student population. Add SUN coordinator to the Leadership Team.		
		Assigned to:	Julie Ugarte
		Target Completion Date:	01/09/2013
		Comments:	

		2. Make request through school newsletter and family events to recruit parents for these positions.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
		3. Share recruitment plan with staff to help assist in finding parents to apply for the position	
		Assigned to:	Michael Lopes
		Target Completion Date:	01/09/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

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	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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:	The purpose of our council is school improvement and not the curriculum of the home.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	In 4 Years:The school leadership team is formed and functioning which would include team leaders (Paid through district stipend), grade level team leaders, specialist lead, classified lead, and at least 3 parents. The team will meet a minimum of once per month, and it's primary goal is to review student growth data from the school database, and analyze and evaluate professional development. The team develops next steps for professional development plan. Student growth data will include: district common formative assessments, Smarter Balanced Assessment growth, universal benchmarks in reading and math, observation data, behavior and attendance. In 1 year: School leadership team will be established and will include at least one parent, and it's primary agenda and minutes will address student growth, professional development, and school improvement. The team will determine common data points using common formative assessments, observation data, OAKS scores, behavior and attendance. Evidence: Team will meet monthly with an agenda that addresses student growth, professional development, and school improvement goals. Leadership team minutes will be posted electronically via e-mail and posted on	

			our website.
	Target Date:		06/30/2013
	Tasks:		
		1. School Leadership team minutes will posted on internal staff site, and public school site as well.	
		Assigned to:	Michael Lopes
		Target Completion Date:	01/30/2013
		Comments:	
		2. Establish Leadership Meeting Schedule for 12-13 school year.	
		Assigned to:	Michael Lopes
		Target Completion Date:	11/30/2012
		Comments:	
		3. From Leadership team by blending principal's advisory team and site council to make up our leadership team.	
		Assigned to:	Michael Lopes
		Target Completion Date:	11/01/2012
		Comments:	
		4. Develop school database for student data.	
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

ESEA Category: Technical and Adaptive Leadership			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	**IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:		Initial: Limited Development 09/27/2012
	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 principal makes sure that everyone has access to the school's

			mission statement, long and short term goals, and everyone's roles in meetings. However, true understanding by all staff is still in question as to how many know the mission and vision by heart:)
Plan	Assigned to:		Michael Lopes
	How it will look when fully met:		Year One: Principal will ensure that the vision and mission are clear to staff and the community by sharing on our website, at staff meetings, our parent nights, and academic events. Roles for meetings will be established for each team including norms, timekeepers, process observers, and note takers. Year Four: Our school district will have a common vision shared across our six schools, and we will have systematic ways through meetings, technology, and handbooks to endure that all stakeholders are aware of our vision and focus.
	Target Date:		06/30/2013
	Tasks:		
	1. Each staff and parent meeting will include a sharing of the school's mission statement..		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	2. District leadership team will discuss and develop a common district vision for our elementary schools.		
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
	3. Our school teams will have common protocols for our meetings and how to achieve our goals. Our meetings will include a facilitator, note keeper, process observer, and each team will develop norms.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	4. School vision will be shared with families at our future academic nights, and parent conferences		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	**IE02 - The principal develops the leadership capacity of others in the school. (53)**
Status	**Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We have team leaders that represent grade level teams and representatives from all other important teams that aid in the function of the school.
		January 16, 2013

Indicator	IE05 - The principal participates actively with the school's teams. (56)
Status	Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Without a doubt, the principal participates with the school teams and is aware of all aspects of the school's functioning.
		January 16, 2013

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)
Status	Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Principal collects teacher observation data that includes evidence of learning and language objectives, Costa's Higher Level thinking skills, student engagement, and evidence of reading in our classrooms. Classroom walkthroughs occur for certified staff at least once per month. Data is reviewed by School Leadership team and district leadership team. Teachers receive feedback from principal within 24 hours of classroom visit.
		Principal maintains a staff professional development website and a teaching and learning blog to promote professional development and a teaching and learning focus. Our professional development is focused on student engagement in reading, and focused to analyze data and current practice to improve the rigor of reading.
		January 16, 2013

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)
Status	Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Principal collects teacher observation data that includes evidence of learning and language objectives, Costa's Higher Level thinking skills, student engagement, and evidence of reading in our classrooms. Classroom walkthroughs occur for certified staff at least once per month. Data will be reviewed by School Leadership team and district leadership team. Teachers receive feedback from principal within 24 hours of classroom visit.
		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 09/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is mostly informal currently.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	**IE12 - The principal personally engages parents and the community in the improvement process. (63)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	The principal is fully working to engage parents and the community. We have huge community involvement through SMART, Experience Corp, and parent volunteers.

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)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	There are teams of teachers and parents that are part of the school improvement process.

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 09/27/2012	
	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:	Parent group is doing just as much friendraising as fundraising.
Plan	Assigned to:	Not yet assigned

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 6 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	It is important that parents know what the standards are. The weekly newsletter does discuss school focus and standards.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Fully Met: 2 AVID Parent Nights per Year covering Family Workshop curriculum, Back to School Night highlighting school focus, 1 Literacy Night supporting school focus, 1 SUN community night to support enrichment and family involvement activities, Once a month parent meetings will include principal's report on school improvement. School newsletter will include instructional focus sharing, and ideas of how families can support school goals. School Compact with school mission will be included and shared as part of our back to school night and parent conference agendas. Evidence: Agendas for parent nights and parent meetings, Newsletters sent home hard copy and a e-mail + shared on public website.
	Target Date:	06/30/2013
	Tasks:	

		1. Establish dates for evening events: AVID, Back to School Nights, SUN community night, and Literacy night. RE-establish parent meeting dates and events for the year.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
		2. Plan AVID nights with AVID site team, and district level support. One for fall and one for winter.	
		Assigned to:	Michael Lopes

			Target Completion Date:	01/09/2013
			Comments:	
		3. Plan Back to School Night with Title I coordinator and staff.. Review event		
			Assigned to:	Michael Lopes
			Target Completion Date:	09/30/2012
			Comments:	
		4. Publish Parent Meeting Minutes on web, and have available for families.		
			Assigned to:	Heather Simoneau
			Target Completion Date:	06/30/2013
			Comments:	
		5. Plan Literacy night with reading specialist, SUN coordinator, and parent group for first week of March		
			Assigned to:	Caren Haldeman
			Target Completion Date:	02/20/2013
			Comments:	
		6. Plan SUN community event with SUN coordniator for spring of 2013- March		
			Assigned to:	Michael Lopes
			Target Completion Date:	02/20/2013
			Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)	

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 09/27/2012
	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 an area that we address, but could be more effective.
Plan	Assigned to:		Not yet assigned

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

Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 part of our fall conference expectations	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	**IG07 - Parents receive practical guidance to model and encourage respectful and responsible behaviors. (81)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have clear policies on how to encourage respectful and responsible behavior.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	**IG08 - Parents are given opportunities to meet with each other to share their child-rearing concerns and successes. (82)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 not a primary focus of our parent groups.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

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 09/27/2012
	Evidence:	We have conferences twice a year.

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 09/27/2012
	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 touched on at back to school night and at conferences, but could be addressed more regularly.
Plan	Assigned to:	Caren Haldeman
	How it will look when fully met:	The school's compact is annually distributed to teachers, school personnel, parents, and students. Compact is given at Parent Teacher Conferences-It's available in top 4 languages. In the 4 year picture: Student handbook is available for 90% of students in their home language. Agenda's from conferences will be kept.
	Target Date:	06/30/2013
	Tasks:	

	1. Create a common district compact and add building expectations to the compact. This will need to be done by all elementary schools this spring.	
	Assigned to:	Caren Haldeman
	Target Completion Date:	06/30/2013
	Comments:	

	2. Gather input regarding existing compact at parent meetings- monthly parent group meeting and language specific meetings. Our parents meet once a month on the second Tuesday, and our langauge specific meetings are in the fall and winter.	
	Assigned to:	Caren Haldeman
	Target Completion Date:	06/30/2013
	Comments:	

	3. Share key expectations and compacts at our spring conferences with families. IN addition, we will share this information at our Kindergarten Welcome event, as well as our family literacy night in early spring- March 1st.	
	Assigned to:	Caren Haldeman
	Target Completion Date:	06/30/2013

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

Indicator	**IG11 - The student report card shows the student's progress in meeting learning standards. (86)**
Status	Not a priority or interest
Assessment	Level of Development:	Initial: No development or Implementation 09/27/2012
	Explain why not a Priority or Interest:	We have a district report card that will be changed and aligned to common core, but we do not have input on including OAKS scores on them.

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 09/27/2012	
	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 are striving through our goals to address the best use and efficiencies to create effective use of federal programs in combination with state programs.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Objective - reduction in duplicated service means more cohesive and effective service to families and students
Looks like after 1 year - district representatives participate in planning and implementation of community collaboratives.
Looks like after 4 years - community collaboratives facilitate true
partnership and shared responsibly toward meeting common goals.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Meet with principals and site Sun Coordinators 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:	Apprising principals and key stakeholders of progress as it is made throughout the development process.
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 09/20/2012
	Evidence:	Principal meets monthly with superintendent.

January 16, 2013

ESEA Category: Educator Effectiveness
Aligning classroom observations with evaluation criteria and professional development

Indicator	**IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	This is currently happening here.

January 16, 2013

Indicator	**IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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:	Partially implemented PD is most effective when based on staff needs.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Principal collects teacher observation data that includes evidence of learning and language objectives, Costa's Higher Level thinking skills, student engagement, and evidence of reading engagement in our classrooms. Classroom walkthroughs occur for certified staff at least once per month. Data will be reviewed by School Leadership team and district leadership team. Teachers receive feedback from principal within 24 hours of classroom visit.

Our current professional development is linked to the development of our reading instructional maps and the level of student engagement in reading. Feedback is focused on providing direction toward more effective objectives and tasks for reading activities and learning. In addition, principal provides a school-wide blog that focuses on effective practices used during reading at our school. |

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: Limited Development 09/27/2012	
	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 plan is in place and will begin in the next couple of weeks.
Plan	Assigned to:	Not yet assigned

<div align="right">January 16, 2013</div>

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: Limited Development 09/27/2012	
	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:	School is working at streamlining PD to relate more to these indicators.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	**IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)**		
Status	**Full Implementation**		
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012	
	Evidence:	This is required by principal.	

<div align="right">January 16, 2013</div>

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 09/27/2012	
	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:	District directed PD time is not always emphasizing indicators of effective teaching- building/principal PD does.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

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 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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:	PD from district does not always take into consideration individual strengths or weaknesses in differentiating PD presentations.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	See indicators ID10 and IF03 Principal observations are directly linked to professional developmentplan and professional growth plansor each teacher. The walkthrough evidence will include critical elements of professional development throughout the district. Each teacher participates in full learning observation cycle/ and or model classrooms are created and facilitated monthly. Evidence: District wide database of observation data to analyze and evaulate with the school team.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Schedule observations and provide feedback to certified staff at least once per month.		
		Assigned to:	Michael Lopes
		Target Completion Date:	11/01/2012
		Comments:	
	2. Follow up with teachers through written feedback after observations		
		Assigned to:	Michael Lopes
		Target Completion Date:	11/01/2012
		Comments:	
	3. Maintain walkthrough feedback database through district office		
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	
	4. Schedule and implement learning observations from each grade level team each month. Teachers will determine elements of learning observations under the focus of reading engagement for our school goal. We have observations scheduled for October, November, January, February, March, and April. Data collected will be directly related to Professional Learning Community goals.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013

		Comments:	
		5. School Leadership team will analyze data from walkthroughs and determine next steps for professional development in 2013-2014.	
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

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 09/27/2012	
	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 are doing peer observations this year which helps share their strengths.	
Plan	Assigned to:	Not yet assigned	

ESEA Category: Educator Effectiveness			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	**IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)**		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/16/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are developing instructional maps based on common core in reading and mathematics. Implementation begins this year.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Fully Met: Units of Instructions are aligned to I can statements.	

		Looks like after 1 yr: I can statements aligned to CCSS. Evidence: "I can" statements posted daily - measured through walkthrough.
	Target Date:	06/30/2013
	Tasks:	
	1. Grade level teams will complete instructional maps in reading to include common formative assessments and instructional strategies	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
	2. Begin implementation of standards and assessments by identifying key skills we will implement in spring and fall of 2013.	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
	3. Teachers will use professional development time to create instructional maps and assessments during the 2012-2013 school year. 75 minutes per month for this alignment work.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	4. Teachers will post 'I can' statements based upon their current instructional maps, teach the concepts, and refer throughout the lesson.	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

January 16, 2013

Indicator	**IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/20/2012	
	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 in practice, but not consistent throughout the building.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIA04 - The Leadership team provides for articulation and alignment between and among all grade levels. (2561)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 need more time and more money . . . We are mapping within our grades but have little time to vertically align between and among grades. Conversations with the middle school have helped.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Fully Met: The leadership team will provide communication with all grade levels regarding curriculum alignment. After 1 year: Creation of vertical curriculum teams in Reading. After 4 years: Vertical team for math added. Continue to develop the vertical alignment looking at data to analyze student growth, student work and integration of subject areas Evidence: List of committee members and minutes from meetings.	
	Target Date:	06/30/2013	
	Tasks:		
	1. School leadership review of core alignment work in reading and PD plan for 2013-14		
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
	2. Schedule next steps meeting for core alignment work and report out.		
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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 09/20/2012	
	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 wondering how often pre and post tests should be given.	
Plan	Assigned to:	Not yet assigned	

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 09/20/2012	
	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 varies from grade level to grade level in how often pre/post tests are given.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 08/16/2012	
	Evidence:	The practice is implemented school-wide. Teams meet monthly to analyze data, create goals, and determine formative assessments.	

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 09/20/2012	
	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:	At times student needs require more intensive instruction and support and personnel.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Fully Met: Teachers will provide individual support during core instruction based on pre-test results. After 1 year: Teachers at each grade level are developing instructional maps that include common formative assessments for reading. We will structure our schedule to provide time in each academic subject to create flexible groupings to meet the individual needs of students. This would look like common grade level times for core subjects to allow for more flexible groupings, and differentiation for classes. Professional Learning Communities will also have time to work on groupings and activities to meet the individual needs of students based on assessment results. After 4 years: There will be instructional maps complete in reading, mathematics, and writing, and each map will include common formative assessments in each area. Each map will include instructional strategies that are focused on differentiation for each standard. Evidence: Copies of grade level pre-test results.	
	Target Date:	06/30/2013	
	Tasks:		
	1. The grade level teams will begin the implementation of some of the common formative assessments created in our district core alignment work (Creation of the instructional maps)		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	2. Teachers will develop the structures and ideas for common formative assessments in reading, and will also add activities and strategies that consider differentiation based on child's previous knowledge of skill.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2014
		Comments:	

	3. Professional development time will be provided to each grade level team to plan and prepare for differentiation in the area of reading.	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

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 09/20/2012
	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 dependent on subject and skill.
Plan	Assigned to:	Not yet assigned

ESEA Category: Educator Effectiveness		
Engaging teachers in differentiating and aligning learning activities		

Indicator	**IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/20/2012
	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 currently developing instructional maps at each grade level aligned to the common core standards. This map will also include commonformative assessments, instructional strategies focused on differentiation, and material needs.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Goal: Teachers will develop and align reading and math instructional maps that will include student friendly objectives, common formative assessments, differentiated instructional strategies and material needs for each objective. These maps

		will be created and followed by district grade level teams. These maps will include pacing and direction of activities for the various standards in reading and mathematics. Teachers will meet with their grade level team regularly to review implementation of maps In addition, observation data will demonstrate inplementation of new student objectives from the instructional maps.
	Target Date:	06/30/2014
	Tasks:	
	1. Monthly Professional development for grade level teams to align and develop instructional maps using common core standards.	
	Assigned to:	Katharine Purnell
	Target Completion Date:	06/30/2013
	Comments:	
	2. Will develop a walthrough tool to collect and analyze data on the implementation of student and language objectives. Teachers receive direct feedback after each walkthrough.	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
	3. School Leadership team and administrative Professional Learning Community will analyze walkthrough data and establish professional development goals for future professional development the coming year.	
	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

January 16, 2013

ESEA Category: Educator Effectiveness		
Assessing student learning frequently with standards-based assessments		
Indicator	**IID03 - Teachers receive timely reports of results from standardized and objectives-based tests. (101)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	Data is easy to retrieve after testing.

January 16, 2013

Indicator	**IID04 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)**	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/20/2012

	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 a system in place and we are still developing further capacity of the system to include local assessments.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Fully Met: A district-wide assessment system that tracks student growth is operational and accessible to teachers in each school. After 1 year: SWIS, ECBM are used consistently. After 4 years: Data warehouse managed by a data clerk, accessible to all teachers. Evidence: Database exists. Print outs with blacked out names. Agenda/Outcomes of data team meetings (100% and 20%). Tasks: Identification of district-wide common data points. Identify a resource managing data. Identify personnel to enter and manage data. People: District Administration, Principal
	Target Date:	06/30/2013
	Tasks:	
	1. Identify a resource managing data.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	2. Identification of district-wide common data points.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
	3. Identify personnel to enter and manage data.	
	Assigned to:	Michelle Markle
	Target Completion Date:	06/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

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 08/16/2012	
	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:	School Site Council analyzes data to determine school-wide improvement goals.	
Plan	Assigned to:	Not yet assigned	

Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)		
Status	Tasks completed: 1 of 10 (10%)		
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:	Beginning this year, 100% percent data team meetings will occur 3x/year to determine curriculum needs. In addition, grade level teams will have the opportunity to participate in peer observations to target instructional strategies.	
Plan	Assigned to:	Julie Ugarte	
	How it will look when fully met:	Fully Met: Benchmark data, CFAs, and student learning data obtained by grade level PLCs will be used to track student growth, assess curriculum and instructional strategies.

After 1 yr: Benchmark, CFAs given 3x/year, 20% data team meetings every 8 weeks following intervention cycle, monthly learning observations with PLC grade level teams.

Evidence: Data document, PLC notes
Benchmark data 3x/year shared data, CFAs given and used to plan / adjust instruction, 20% mtgs every 8 wks, monthly PLC grade level team meetings

Tasks: Professional Learning Team's meet 60 min./mo. to review student learning data and create new learning objectives/strategies. 100% data teams-analyzing whole | |

			group growth using school-wide measures including EZCBM and OAKS-meet 3x per year to review student growth/success. 20% data teams meet once every 8 weeks to determine progress of students who are struggling with reading/mathematics based on progress monitoring tools. 4 peer observation cycles for teams to collect data on student performance and review and reflect instructional practice. Months of observation will be October, November, January, and February. People: Julie Ugarte.
	Target Date:		06/30/2013
	Tasks:		
		1. Develop a school-wide professional development calendar that includes all PLC work, 100% meetings, and 20% meetings.	
		Assigned to:	Michael Lopes
		Target Completion Date:	10/08/2013
		Comments:	Share via staff website.
		Task Completed:	10/08/2012
		2. Create district-wide data collection system to track school, class, and individual data to include reading, math, writing, behavior and attendance. Including state-wide assessment scores. Integrate decision points for student data into the system to allow for efficient analysis.	
		Assigned to:	Michelle Markle
		Target Completion Date:	06/30/2013
		Comments:	Can this be tied to Synergy? If so, this would be a great way to streamline our system.
		3. School-wide teams will agree to use a common forms to record their data, and report their findings each month. A common electronic system will be used to collect data and anecdotal evidence that all staff can access.	
		Assigned to:	Michael Lopes
		Target Completion Date:	10/31/2012
		Comments:	Fix PLC sites, and staff needs to choose form on 10/10/12.
		4. School wide teams will align curriculum and instructional strategies using an instructional map that directly ties to the common core curriculum. We will complete reading.	
		Assigned to:	Chris McMurray
		Target Completion Date:	06/30/2013
		Comments:	This will be done in district-wide teams, and maps will include common formative assessments for each standard.
		5. Develop a standard format for 100% and 20% meetings, and create a common form of	

			collecting decision making and goals for each grade level.	
			Assigned to:	Marita Ghobrial
			Target Completion Date:	06/30/2013
			Comments:	Include agenda, decision making questions, and goals for next meeting.
		6. Dedicated dollars to support peer observation, PLC team time during the school year. I		
			Assigned to:	Michael Lopes
			Target Completion Date:	06/30/2013
			Comments:	6 months/1x per month would be ideal.

7. Professional Learning Team's meet 60 min./mo. to review student learning data and create new learning objectives/strategies.
100% data teams-analyzing whole group growth using school-wide measures including EZCBM and OAKS-meet 3x per year to review student growth/success.
20% data teams meet once every 8 weeks to determine progress of students who are struggling with reading/mathematics based on progress monitoring tools.
4 peer observation cycles for teams to collect data on student performance and review and reflect instructional practice. Months of observation will be October, November, January, and February.

People: Julie Ugarte.

	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	

8. 100% data teams-analyzing whole group growth using school-wide measures including EZCBM and OAKS-meet 3x per year to review student growth/success.
20% data teams meet once every 8 weeks to determine progress of students who are struggling with reading/mathematics based on progress monitoring tools.
4 peer observation cycles for teams to collect data on student performance and review and reflect instructional practice. Months of observation will be October, November, January, and February.

	Assigned to:	Michael Lopes
	Target Completion Date:	06/30/2013
	Comments:	

9. 20% data teams meet once every 8 weeks to determine progress of students who are struggling with reading/mathematics based on progress monitoring tools.
4 peer observation cycles for teams to collect data on student performance and review and reflect instructional practice. Months of observation will be October, November, January, and February.

	Assigned to:	Caren Haldeman

		Target Completion Date:	06/30/2013
		Comments:	
		10. 4 peer observation cycles for teams to collect data on student performance and review and reflect instructional practice. Months of observation will be October, November, January, and February.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 1 of 10 (10%)

<div align="right">January 16, 2013</div>

Indicator	**IID09 - Instructional Teams use student learning data to plan instruction. (107)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	This is common practice in our school.

<div align="right">January 16, 2013</div>

Indicator	**IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	We use a system of Response to Instruction to support students. This includes grade level meetings every 6 to 8 weeks to analyze benchmark data to determine next steps for students who are struggling academically. In addition, we look for students who require further enrichment due to more advanced performance. Also, we meet in fall, winter, and spring to analyze the academic health of each grade level to determine grade level goals for improving student performance in reading.

<div align="right">January 16, 2013</div>

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	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	This is common practice in our school.

<div align="right">January 16, 2013</div>

ESEA Category: Teaching and Learning

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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:	Teams are developing reading instructional maps during summer and set aside PD time once a month.Some work has also been done in Mathematics at K-2.	
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 09/13/2012	
	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:	Consistency with teachers developing lesson plans, but there is some variability to alignment to content.	
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 09/13/2012	
	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:	There is some inconsistency in how and when pre-tests are given.	
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 09/13/2012	
	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:	Post-tests are more frequently given than pre-tests.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	**IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers maintain records of student performance. However, it varies from class to class.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	**IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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:	Many common assessments are given consistently, but our common assessments do not always provide information for teachers to improve learning.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	**IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)**		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:		Initial: Limited Development 09/13/2012
	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:		There is evidence of differentiation in classrooms, but it is inconsistent, and a lack of professional development in differentiation.
Plan	Assigned to:		Michael Lopes
	How it will look when fully met:		Teachers will differentiate assignments based on assessment of individual student performance. After 1 year: Each grade level team will develop an instructional map that focuses on Common Core standards, instructional strategies that focus on differentiation, assessments to evaluate progress.The differeniation will begin in reading and matematics. Our universal benchmarks and running record data will drive decision making for supporting students needs in reading. We have structured our reading schedule to provide a guided reading group at each students level, and also to provide leveled reading intrvention for students whose assessments demonstrate a need. We have a current data tracking system that includes reading scores and our response to intervene for students who are After 4 years: Each subject will include common formative assessments that guide our differentiation. In addition, we will continue to use universal benchmarks to determine progress and determine how to support students in reading and mathematics. We will have a data tracking system Evidence: CFAs given and used to plan / adjust assignments as needed, grades, meeting or exceeding standards, growth of each student.
	Target Date:		06/30/2013
	Tasks:		
	1. District wide teams will identify common assessments, instructional strategies, and materials. Teachers will use assessment results to differentiate instruction based on student learning needs.		
		Assigned to:	CCSS Aslignment Facilitors
		Target Completion Date:	06/30/2013
		Comments:	
	2. Each team will develop assessments ideas and place them into our district instructional map.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013

		Comments:	
		3. We have created a building data tracking system, but plan to have a plan in place for a district-wide system for 2013-2014. The data will be universal screening info.for reading, math, behavior, and attendance + tracking interventions or enrichments we have provided for students.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Indicator	**IIIA08 - All teachers review the previous lesson. (117)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is some consistency with clear objectives and teachers frontloading information and language about previous learning.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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:	About 75% teachers use written objectives in their classrooms.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIIA11 - All teachers use modeling, demonstration, and graphics. (120)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/13/2012

	Evidence:	Lessons are consistently presented with modeling, graphics, and demonstration.

<div align="right">January 16, 2013</div>

Indicator	IIIA13 - All teachers explain directly and thoroughly. (122)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This practice is used, but not always effective for second language students.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	IIIA14 - All teachers maintain eye contact. (123)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This strategy is not culturally relevant for all of our students. There is consistency with how teachers approach individual student needs.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	IIIA16 - All teachers use prompting/cueing. (125)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We need to determine how consistent we are with cues. How often and at what pace?	

Plan	Assigned to:	Not yet assigned

Indicator	**IIIA17 - All teachers re-teach when necessary. (126)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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 happens, but there is inconsistency.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIIA19 - All teachers review with questioning. (128)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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 strategy is used, but it is not consistently used in every classroom.	
Plan	Assigned to:	Not yet assigned	

Indicator	**IIIA20 - All teachers summarize key concepts. (129)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/13/2012	
	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 strategy is used, but not consistently used in every classroom.	
Plan	Assigned to:	Not yet assigned	

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 09/13/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There are many classrooms using this strategy, but each classroom varies in how often students are responding to open ended questions and elaborating.	
Plan	Assigned to:	Not yet assigned	

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 09/13/2012	
	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 happens in some classrooms, and it looks different with younger students. This has to be differentiated for age and language.	
Plan	Assigned to:	Not yet assigned	

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 09/13/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is a fair amount of classrooms who use this practice regularly.	
Plan	Assigned to:	Not yet assigned	

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 09/13/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is a significant number of teachers that travel throughout the classroom to engage students.	
Plan	Assigned to:	Not yet assigned	

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 09/13/2012	
	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 challenged to meet with individual students regularly to evaluate mastery of objectives.	
Plan	Assigned to:	Not yet assigned	

Indicator	IIIA30 - All teachers encourage students to help each other with their work. (139)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/13/2012
	Evidence:	This is common practice in classrooms.

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 09/13/2012	
	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 done on a fairly consistent basis. Though, it is more challenging to implement for individual students.
Plan	Assigned to:		Not yet assigned

Indicator	**IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 09/13/2012
	Evidence:		This is common practice with our teachers and staff.

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	In Plan / No Tasks Created		
Assessment	Level of Development:		Initial: Limited Development 09/20/2012
	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 individual systems of tracking parent communication. It is not systematic.
Plan	Assigned to:		Not yet assigned

Indicator	**IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)**		
Status	**Full Implementation**		
Assessment	Level of Development:		Initial: Full Implementation 09/20/2012
	Evidence:		We provide two conferences in the fall and spring that focus on reporting progress on our standards based report cards. Our report card is changing with the implementation of common core, but already have plans to provide parent nights to explain the new system. In addition, we provide feedback time for our parent groups to let us know of parts of the report card that are confusing or need revision to make it more understandable. We also provide second language parent meetings that include discussing the standards based

		report cards to parents. All of these components are part of our current system.

<div align="right">January 16, 2013</div>

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 09/20/2012
	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 an area we are regularly working on using strategies to maximize time spent transitioning from one subject to the next, and transitioning from another classroom.
Plan	Assigned to:	Not yet assigned

<div align="right">January 16, 2013</div>

Indicator	**IIIC05 - All teachers use a variety of instructional modes. (160)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/20/2012
	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:	There are many styles of teaching in our school, but further development in differentiating instruction could help.
Plan	Assigned to:	Not yet assigned

<div align="right">January 16, 2013</div>

ESEA Category: District and School Structure and Culture

District and School Structure and Culture

Indicator	**CUL1.2 - All teachers demonstrate high expectations for all students regardless or race, economic status disability, or any other distinguishing characteristics (2918)**
Status	Tasks completed: 0 of 4 (0%)
Assessment	Level of Development:	Initial: Limited Development 12/14/2012

	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 school is making explicit efforts to set high expectations reagardless of race or economic status, and other factors. We are working to include cultual proficiency into our work. This includes decision making policies and practices, curriculum and assessent, and community involvement.	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Our students who speak English as a second language, students of poverty, students of color, special education students will be held to our high school standards. This will be demonstrated by significant growth by each of our students. Each student is showing a trajectory of growth that moves them towards proficient or advanced performance at school each school year. Measures used will be OAKS/Smater Balanced, universal benchmarks, and common formative assessments. Our expecatation is that teachers and our school leadership team reach out to communicate with each family to share progress, and gather feedback about their child's school experience.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Regularly scheduled time to discuss and share effective culturally relevant practices of how teachers use those practices to support significant student growth.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	2. Grade level teams will analyze local data every 6 to 8 weeks to determine interventions, supports, differentiation, scaffolds to maximize student learning.		
		Assigned to:	Caren Haldeman
		Target Completion Date:	06/30/2013
		Comments:	
	3. School Leadership Team will analyze sub-group data to determine supports needed for classroom teachers and students to increase student growth.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	4. Our school will develop a community engagement plan to improve family engagement for our students of color and those who speak English as a second language.		
		Assigned to:	Julie Ugarte

		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

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	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	Our school decision making always involves parent leaders on our site council. All new parent members receive training on bi-laws, procedures and past school improvement plans and professional development goals. Our bi-laws require that parents share an equal representation to the number of teachers on the council.

Indicator	**SL1.3 - The school seeks and encourages parental participation in decision-making that affects all students. (2892)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We involve our parents in decision making and feedback. We survey parents each year to gather information about school progress.

Indicator	**SL1.4 - The school provides training for staff and parents on collaborative partnering and shared decision making. (2893)**	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	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 had some past trainings, and parents have not been directly involved.
Plan	Assigned to:	Not yet assigned

Indicator	SL1.5 - The school has a written statement of purpose for its Parent-Teacher Organization. (1554)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We need to revisit this because the written statement has not been revised.	
Plan	Assigned to:	Not yet assigned	

ESEA Category: Family and Community Involvement

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

Indicator	GR1.1 - The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/20/2012	
	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 have many families that do not speak English and there are cultural aspects to consider. Though it is very important that parents and families understand our expectations.	
Plan	Assigned to:	Not yet assigned	

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 09/20/2012	
	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 something that not everyone knows verbatim. Should be reviewed and discussed.
Plan	Assigned to:	Not yet assigned

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

Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	Distributed every fall.

Indicator	**GR1.5 - School celebrates its accomplishments. (178)**
Status	In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/20/2012	
	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 could have a more systemic way of recognizing staff...	
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 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 12/14/2012	
	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 formally meet with parents times per year in the fall and winter. We are developing a K-12 strategic plan in our district that will help develop a plan of tasks to reach the goal of planning for post-secondary education and careers. In addition, we have started the implementation of AVID elementary in Parkrose, which is a supplement to the post-secondary conversation. Our revised compact with families is a key first step to the development of more personalized planning with parents.	

Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Year 1: Our School Leadership Team will develop recommendations for student centered planning that involves the use of our revised Parent-Student Compacts. The student centered planning will take place at our scheduled fall and spring conferences with families. This will include reviewing our parent-student compact. In addition, our 4th/5th grade parents will be introduced to AVID elementary that foucses on supporting our students grades K-20. AVID elementary is based on teaching student skills that support every student being college ready. Year 4: Our parent-student compact will be reviewed and shared each fall and spring conference with families. AVID Elementary will be implemented into grades K-5, and will include a component that focuses on college ready skills. We will have at least two academic nights that focus on AVID elementary.
	Target Date:	06/30/2013
	Tasks:	
	1. School Leadership team will review and develop parent/teacher planning document for our spring conferences. This will include review of the parent-student compact.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	2. There will be a district team that will help review the parent-student compact to develop common district-wide agreements that include aspects of AVID elementary.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
	3. Our 4th/5th grade team will conduct two academic nights that focus on AVID skills and how they will support our students in Middle School, Secondary, and Post secondary education. There will be a fall meeting (already ocurred) and a spring night around conference time.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

ESEA Category: Family and Community Involvement
Providing two-way, school-home communication linked to learning
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)			
Status	Tasks completed: 0 of 2 (0%)			
Assessment	Level of Development:	Initial: Limited Development 12/14/2012		
	Index:	6	(Priority Score x Opportunity Score)	
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:	We have access to all of these documents, and they are currently in our Parent-Student Handbook, and available online on our website. However, i has not been included in our school improvement plan. Though, this is relatively easy to address, and can include this as an attachment to our current plan. Key question, "Will the option of adding attachments be part of comprehensive achievement plan?"		
Plan	Assigned to:	Michael Lopes		
	How it will look when fully met:	Year 1: Prescott will include an addendum to the Comprehensive Achievement Plan that includes our mission statement, parental involvement policy, homework policy, classroom visit procedures, and our Parent Compacts. We also provide this information on our website. Year 4: Our school will have an online link that provides the school improvement plan and the key parent documents		
	Target Date:	06/30/2013		
	Tasks:			
	1. Find out how to attach our parent handbook to our Comprehensive Achievement Plan. Our handbook includes our mission statement, parent involvement policy, homework policy, classroom visit procedures, and Parent Compacts. We currently have a Parent Student Handbook online.			
		Assigned to:	Michael Lopes	
		Target Completion Date:	06/30/2013	
		Comments:		
	2. Create an online link to our Comprehensive Achievement Plan and key parent documents as mentioned in our objective.			
		Assigned to:	Michael Lopes	
		Target Completion Date:	06/30/2013	
		Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)		

January 16, 2013

Indicator	CM2.1 - Parent-teacher conferences are held at least twice a year and include students at least once a year. (183)

Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/20/2012
	Evidence:	We have fall and spring conferences...

Indicator	**CM3.1 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)**	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	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:	Parents speaking languages other than English is a difficult obstacle to surmount cheaply. We have made attempts over e years. Larger class sizes lessen teacher time to contact parents. We feel the communication we DO have is candid, supportive and bidirectional.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Fully Met: The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.

After year 1: Monthly newsletter to parents from teachers. School personnel contacts parents for discipline, attendance, positive comments. Conversations between teachers and parents happen during parent-teacher conferences, PTO meetings, School Community Council meetings, and informal meetings with principals an parents.
After 4 years: The number of parents and the amount of involvement is increased.

Evidence: Copies of newsletters, phone log of calls made and received, attendance records from parent-teacher conferences, and sign in sheets from parent meetings with meeting notes, parent survey.

Tasks:
Teachers keep phone log.
Teachers call students after two consecutive days absence.
A copy of classroom newsletters and/or home communications are keep for records and given to the principal.
Recruit teachers for PTO with compensation from principal.

People: Michael Lopes |
| | Target Date: | 06/30/2013 |
| | Tasks: | |

		1. Teachers keep phone log.	
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
		2. Teachers call students after two consecutive days absence.	
		Assigned to:	Terri Hanno
		Target Completion Date:	06/30/2013
		Comments:	
		3. A copy of classroom newsletters and/or home communications are keep for records and given to the principal.	
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2013
		Comments:	
		4. Recruit teachers for PTO with compensation from principal.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (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 09/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This has been ongoing discussion over the years. Differs by grade level. Homework helps achieve this.	
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	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012

	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:		Need to educate teachers and parents about this "curriculum of the home." We don't know exactly what this means.
Plan	Assigned to:		Michael Lopes
	How it will look when fully met:		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. Looks like after 1 yr: There will be two Open House meetings planned for September and February. 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.
	Target Date:		06/30/2013
	Tasks:		
		1. 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.	
		Assigned to:	Julie Ugarte
		Target Completion Date:	06/30/2012
		Comments:	

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

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: Limited Development 09/27/2012	
	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 a population largely in poverty, parent time at home feels like an issue surrounding accomplishment of this goal. Language barriers, too. Also, if we don't really know what this means ... How can we expect parents to.	
Plan	Assigned to:	Not yet assigned	

January 16, 2013

Indicator	CM3.6 - The school uses a variety of communication tools on a regular basis, to facilitate two way communication on student progress and accomplishments. (2903)
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 12/14/2012

| | Evidence: | We are formally meeting with parents two times per year to share progress information on our standards based report card (it is based on a tri-mester system). We conduct monthly school-wide academic and behavior award assemblies to recognize student and staff accomplishments.

We have monthly parent meetings and provide time in each agenda to address student accomplishments. We also, have a weekly newsletter that highlights our school's academic focus and other school news, and we regularly (at least monthly) update our website to include school information for our families. There are also two language specific meetings held each year(Fall/winter) for our Spanish families to share school information and provide an opportunity for families to ask questions and talk to one another about their child's progress. Finally, our school has informal and formal school events each year that are calendared with our Title I teacher, Parent Group President, and our SUN School that include: School carnival, Multicultural Fair, Reading Author's Night, Parent Pancake Breakfast, Back to School Curriculum Night, Holiday Food Drive, and SUN school
Showcases to share after school program accomplishments.

Parents are also contacted and included in discipline conversations, behavior planning, academic intervention |
|---|---|---|

| | | planning when students are struggling. There is a parent planning component to each of the areas above.

Sustained efforts require us to include events in the calendar each year, document our system of communication, and make this explicit with our parents. |
|---|---|---|

Indicator	**CM3.7 - The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)**
Status	**Full Implementation**
Assessment	Level of Development:	Initial: Full Implementation 12/14/2012
	Evidence:	We are formally meeting with parents two times per year to share progress information on our standards based report card (it is based on atri-mester system). During these meetings we review and provide a compact that highlights the importance of the home-school relationship, and asks parents to sign a compact that agrees to keeping the commitment. We also share these expectations at our Back to School Curriculum Night. We provide opporunity for our parents who attend parent meetings to review and share their thoughts on our school compacts with families.

We also conduct monthly school-wide academic and behavior award assemblies to recognize student and staff accomplishments.

In addition, we have monthly parent meetings and provide time in each agenda to address student accomplishments. We also, have a weekly newsletter that highlights our school's academic focus
and other school news, and we regularly (at least monthly) update our website to include school information for our families. There are also two language specific meetings held each year (Fall/winter) for our Spanish families to share school information and provide an opportunity
for families to ask questions and talk to one another about their child's progress.

Finally, our school has informal and formal school events each year that are calendared with our Title I teacher, Parent Group President, and our SUN School that include: School carnival, Multicultural Fair, Reading Author's Night, Parent Pancake Breakfast, Back to School Curriculum Night, Holiday Food Drive, and SUN school showcases to share after school program accomplishments. |

Indicator	**CM4.1 - The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561)**

Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	We have an agenda that addresses school and home connection to school performance.

<div align="right">January 16, 2013</div>

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 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/27/2012
	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:	These are not all discussed, and we believe that all of these are difficult to address in one night. We prefer to share some of this information at parent conferences.
Plan	Assigned to:	Michael Lopes
	How it will look when fully met:	Fully Met: Key documents that pertain to all grade levels are discussed in language group meetings and in classrooms during Open House. After 1 yr: Key documents referred to in 1855. After 4 years: key documents will be translated into the top 10 languages of the school. Evidence: All documents are published, translated in the top 4 languages, and available online and in print. Interpretation services provided at Open House and invoiced. Tasks: People:
	Target Date:	06/30/2013
	Tasks:	

1. Key documents identified referred to in 1855 that are not created need to be.

		Assigned to:	Molly Ennis
		Target Completion Date:	06/30/2013
		Comments:	

2. Interpretative services will be hired for Open House meetings.

		Assigned to:	Molly Ennis
		Target Completion Date:	06/30/2013

		Comments:	
		3. Translators of all key documents will be made in the top four languages.	
		Assigned to:	Molly Ennis
		Target Completion Date:	06/30/2013
		Comments:	
		4. Documents will be published in print and online.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
		5. All key documents will be translated into the top 10 languages of the school by the end of 4 years.	
		Assigned to:	Molly Ennis
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 5 (0%)

<div align="right">January 16, 2013</div>

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The SUN program starting here should help with this goal. Parent Group currently wants to participate in meetings of this sort.	
Plan	Assigned to:	Not yet assigned	

<div align="right">January 16, 2013</div>

Indicator	**ED1.3 - Parent education programs are led by trained parent leaders. (206)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	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 have bee attempts in the past. No programs currently. Hopefully SUN will assist with this.parents were not leading these sessions. Education programs feel like a high priority but having the led by trained parents is much less of a priority.	
Plan	Assigned to:	Not yet assigned	

Indicator	**ED1.4 - The school offers parent education programs focused on building skills relative to the "curriculum of the home." (207)**		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/27/2012	
	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:	Again,, lack of understanding of "curriculum of the home" renders this difficult. Not sure how many we could get to come . . .	
Plan	Assigned to:	Michael Lopes	
	How it will look when fully met:	Fully Met: The school offers parent education programs focused on building skills relative to the "curriculum of the home". After 1 yr: 2 AVID parent nights for 4/5 parents about AVID goals. After 4 years: AVID parents nights of K-5 students on all of the components of AVID. Evidence: Agendas and sign-in sheets from parent nights.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Training for K-5 certified staff in AVID. Grade 4/5 trained 2012-13. Grade 3rd & Specialists to be trained year 1 (2013-14) Grade K-2 to be trained in year 2 (2014-15)		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2015
		Comments:	

		2. Regular updates and training from the AVID team during staff meetings.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

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 09/27/2012	
	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 had buddy classes in the past. Also, our assemblies are "intragenerational."	
Plan	Assigned to:	Not yet assigned	

Indicator	**CN1.2 - The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom. (194)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	SMART, Experience Corps, parent volunteers, student teachers, mentors, big brothers/sisters . . There are many examples of this in our school.

Indicator	**CN1.3 - The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home." (195)**		
Status	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/27/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Parents DO meet . . . Not a plurality, but a small group. These parents may instinctively engage with "curriculum of the home," but again, parents at large seem unaware, as do teachers, of this mysterious curriculum.
Plan	Assigned to:		Caren Haldeman
	How it will look when fully met:		Year One: Our staff will revise our school-wide educational compact and be part of a common district effort to complete an educational compact that includes the key factors of home involvement for educational success. The compact will be complete, and will be reviewed with our site council, parent group, shared with each individual family at fall and spring conferences. In addition, we will include second language family meetings to be part of sharing and reviewing this compact. These compacts will need to be translated into our top four languages. We will provide at a minimum of 3 parent events that provide time for parents to discuss the school and home connections to supporting our students. These meetings will specifically share our compact and ask for parent feedback and questions to better support our families. After 4 years: Our school will have a system of parent discussions that are regularly scheduled in fall, winter, and spring in order to review and discuss the importance of each students educational support at home. This includes a compact that defines what support we expect from families to support their child's education. The system will include a Curriculum Night that includes a discussion on family involvement, regular educational nights: one for reading, one for mathematics. A minimum of two events focused on school curriculum to help families learn the curricular expectations of the school district. In addition, we will have targeted language meetings to support our second language families learn effective strategies to help their child in school. This will include a community liason to support regular communication with parents, and to organize family events to support our curriculum of the home goal.
	Target Date:		06/30/2013
	Tasks:		
		1. Our district will review our compact to create a collective elementary school compact for Parkrose. We will provide Prescott representation and make our recommendations for the compact's key objectives	
		Assigned to:	Caren Haldeman
		Target Completion Date:	02/28/2013
		Comments:	
		2. Have our new educational compact translated into our top four languages: Spanish, Vietnamese, Russian, and Tagalog	

			Assigned to:	Michelle Markle
			Target Completion Date:	06/30/2012
			Comments:	
		3. Share current educational compact with families at fall and spring conference. If revised district version is available for spring conference, we will plan to review and share the document at conferences.		
			Assigned to:	Michael Lopes
			Target Completion Date:	06/30/2013
			Comments:	
		4. Share and review educational compact with parents at each of our parent group meetings including our specific langauge meetings (Latino and Vietnamese Family Meetings) in fall and winter.		
			Assigned to:	Molly Ennis
			Target Completion Date:	06/30/2013
			Comments:	
		5. Conduct one curriculum night focused on reading in the first week of March. Reading engagement will be our focus, and how to help increase student's reading stamina and fluency using books at home.		
			Assigned to:	Caren Haldeman
			Target Completion Date:	06/30/2013
			Comments:	
		6. Schedule 2 language specific meetings for 2nd language families, one lteracy event in March, and 2 After-School Program events all calendared for 2012-2013.		
			Assigned to:	Michael Lopes
			Target Completion Date:	06/30/2012
			Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 6 (0%)	

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 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/14/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently provide a Back to School Curriculum Night that provides families with school expectations for academics and behavior, and includes how parents can be involved at school	

			and home. This is also a night for parents to ask specific questions of the teacher and principal and learn about our programs that we offer. We currently have an academic night scheduled this winter to include key strategies on how to help students become better readers, and this event is regularly placed into our calendar each year. We include our school-wide community reading program (SMART), our SUN program, and our parent group in the development of this academic night which includes book give-away and providing reading resources to families. There are two Spanish language specific meetings held for parents to learn and share about academics and share concerns and ask questions about school programs.
Plan	Assigned to:		Michael Lopes
	How it will look when fully met:		Based on our description above, we are looking to add to what we already are doing. Key objective is to add new nights that involve second language families, and to provide them an opportunity to share and ask questions in their native language. We wil establish a spring date that invites families of second language learners to come and learn about our English Language Learner program, and share their thoughts, concerns, and questions about our school programs. This will include interpreters, teachers, and community liasons and agencies.
	Target Date:		06/30/2013
	Tasks:		
		1. Establish spring date for second language meeting and invite appropriate agencies to attend the event. Plan event with community liason and English Language Coordinator.	
		Assigned to:	Molly Ennis
		Target Completion Date:	06/30/2013
		Comments:	
		2. We are intending to hire a community liason to support in parent communication and planning parent invovlement events. Once approved, we would develop a team to hire a liason position to support this effort.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	
		3. Promote and advertise our parent nights using our weekly newsletter, our automatic dialer, and website.	
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2013
		Comments:	

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

January 16, 2013

Indicator	**CN3.2 - All-school events (e.g., family reading night) include parent-child interactive activities. (199)**		
Status	**Full Implementation**		
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012	
	Evidence:	With a lot of success! Our reading night and author's night are hugely popular!	

January 16, 2013

Indicator	**CN3.3 - The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact,"curriculum of the home"). (2911)**		
Status	**Full Implementation**		
Assessment	Level of Development:	Initial: Full Implementation 12/14/2012	
	Evidence:	We are formally meeting with parents two times per year to share progress information on our standards based report card (it is based on a tri-mester system). We conduct monthly school-wide academic and behavior award assemblies to recognize student and staff accomplishments. In addition, we have monthly parent meetings and provide time in each agenda to address student accomplishments. We also, have a weekly newsletter that highlights our school's academic focus and other school news, and we regularly (at least monthly) update our website to include school information for our families. There are also two language specific meetings held each year (Fall/winter) for our Spanish families to share school information and provide an opportunity for families to ask questions and talk to one another about their child's progress. Finally, our school has informal and formal school events each year that are calendared with our Title I teacher, Parent Group President, and our SUN School that include: School carnival, Multicultural Fair, Reading Author's Night, Parent Pancake Breakfast, Back to School Curriculum Night, Holiday Food Drive, and SUN school Showcases to share after school program accomplishments.	

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	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/14/2012	
	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 are currently implementing SUN school into Prescott, and we are in our first year of implementation. We are targeted our second language families, and families of color. Our goal is to involve more parents that represent our demographics at Prescott.
Plan	Assigned to:		Natalie Chong
	How it will look when fully met:		Our goal is to provide information using our existing relationships with agencies to provide cultural, recreational academic, health, and other resources at our school events, and have them regularly available online. Agencies are SUN Scool, Portland Parks and Rec., Multnomah County Health Dept. SMART reading program, Experience Corps, Latino Network, Trillium, Self Enhancement Inc., Sno-Cap Charities, Black Parent Initiaive, Boys and Girls Club of America, and IRCO Each of these agencies are part of our school network to provide resources and opportunities for our families. We will invite our partner agencies to all of our school sponsored events to provide materials and resources. Many of the agencies involvement in the school is to provide support that is representative of our demographics at Prescott. We provide a resource board in our main hallway, and incude resources on our web page. We also use our after-school SUN program to provide information to our parents. Our school counselor and SUN program manager act as a liasons to our parents to help connect them to resources in our community.
	Target Date:		06/30/2012
	Tasks:		
	1. Each agency requires an annual meeting with the principal to review objectives and resources that are available to the school. There are mulitple agencies, but the principal is the primary contact, and Natalie Chong our counselor is secondary.		
		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2012
		Comments:	
	2. Maintain a resource board in the main hallway, and regularly update website to provide resources to families		
		Assigned to:	LaShawn McCarthy
		Target Completion Date:	06/30/2012
		Comments:	
	3. Provide calendar to each agency and invite them to our School-sponsored events, and provide them with tables and access to families at these events.		

		Assigned to:	Michael Lopes
		Target Completion Date:	06/30/2012
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)