

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.

12/18/2015

Smith Elementary School---P NCES - 530315000497

Grandview SD

Student and School Success Principle Indicators

Key Indicators are shown in RED.

Student and School Success Principle 1: Strong leadership

Team structure

Indicator	P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)
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Status	Objective Met 6/19/2013
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Assessment	Level of Development:	Initial: Limited Development 12/21/2012
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		Objective Met - 06/19/2013
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	Index:	9	(Priority Score x Opportunity Score)
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	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	School Site Council was the school's Leadership Team and consisted of the principal, one teacher representative per grade band, 2-3 parents, a special ed teacher, the instructional coach, a classified employee and met once a month to discuss various issues, such as assemblies, fund raisers, teacher concerns, student activities, etc. Communication consisted of minutes going to Site Council members and the members sharing discussions and decisions with grade level band of teachers.
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Plan	Assigned to:	Jared Lind
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	How it will look when fully met:	A new Leadership Team consisting of principal, teachers, parents, classified and assistant superintendent will be formed by December 2012. This team will primarily focus on improving instruction and student achievement. This team will meet twice a month and the principal will communicate the actions that need to be taken to improve learning for all students. Communication will consist of minutes sent out to whole staff and the team sharing at staff meetings and Professional Learning Communities (PLCs).
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		Evidence: Minutes and agendas of meetings will be collected. Increase in student achievement as determined by AMO. Teachers more knowledgeable about student progress as evidenced in leadership team meetings.
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	Target Date:	06/30/2013
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Tasks:

1. Bi-monthly meetings with agendas and minutes of the New Leadership Team

	Assigned to:	Jared Lind
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	Added date:	12/21/2012
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	Target Completion Date:	06/30/2013	
	Comments:	The leadership team met bi-monthly with agendas and minutes. Minutes were sent out to staff. We focused on math and reading data, interventions and intervention data, teacher feedback etc. Agendas and minutes were kept using Indistar.	
	Task Completed:	06/06/2013	
	2. Principal will ensure that all teachers are highly qualified.		
	Assigned to:	Jared Lind	
	Added date:	01/10/2013	
	Target Completion Date:	06/30/2013	
	Comments:	This is Component 5 of the School-wide Plan. Principal coordinated with HR department to ensure all teachers were highly qualified. All teachers are highly qualified.	
	Task Completed:	06/06/2013	
Implement	Percent Task Complete:		
	Objective Met:	6/19/2013	
	Experience:	6/19/2013 Time and money was allocated to support our leadership team. At first we shared what we were doing in our building to improve learning. We realized that we needed to create "next steps" from our discussions in order to improve teaching and learning.	
	Sustain:	6/19/2013 We will continue to meet bi-monthly as a leadership team. Agendas and minutes will continue to be written and communicated to the entire staff focused on improving student learning.	
	Evidence:	6/19/2013 Agendas and minutes created on the Indistar website.	
Indicator	P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)(TitleITA)		
Status	Objective Met 6/19/2013		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	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 had two leadership teams: one for reading and one for math that met once a month to look at data. The principal led the math team and participated in the reading. Last year, the math team targeted students that needed extra support and would assign them to morning or afternoon tutoring. Reading leadership team stopped meeting on a regular basis. They used to look at DIBELS data and created a "HOT" list of students that needed more support in increasing their fluency rate and decoding skills. There was not ONE school leadership team that reviewed all data on a	

		regular basis.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	Math and reading leadership team reps will bring monthly data to the School's Leadership Team to review and analyze the individual teams' decisions based on the data. This team will make decisions on how to best meet individual student needs during extended learning times, monitor student progress, and inform consultants regarding professional development needs. Evidence: Reports from leadership teams, agendas, minutes, professional development agendas and student progress will be collected. Increase in student achievement as determined by AMO. PD will reflect alignment to student needs.
	Target Date:	06/30/2013
	Tasks:	
	1. Schedule monthly math and reading leadership team meetings with agendas and reports of student assessments. Create agendas of the New Leadership Team to review data reports once a month. Results from Leadership Team will be communicated to all staff through staff meetings and PLCs.	
	Assigned to:	Jared Lind
	Added date:	12/21/2012
	Target Completion Date:	06/30/2013
	Comments:	Both reading and math leadership started to meet monthly with agendas and minutes. Representatives from both leadership teams shared data at our leadership meetings.
	Task Completed:	06/06/2013
Implement	Percent Task Complete:	
	Objective Met:	6/19/2013
	Experience:	6/19/2013 Reading and math leadership shared at our leadership team meetings. We discussed data, student growth, student concerns and what seemed to be working and why. Through analysis of the data, new questions and wonderings arose causing us to research and collect further data to better meet the needs of our struggling students.
	Sustain:	6/19/2013 We will continue to have monthly math and reading leadership meetings. They will report out student progress.
	Evidence:	6/19/2013 Agendas and minutes for both math and reading leadership meetings were taken. I will be downloading minutes into the file cabinet.

Student and School Success Principle 1: Strong leadership

Principal's role

Indicator	P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal currently meets with math and literacy leadership teams once a month and looks at data, monitor student progress, develop future assessments. The principal and admin intern do weekly focused learning walks and gives feedback to teachers as a group and individual. Once a month the principal holds vertical data meetings in which grade level teams present data around how students are progressing towards standards. They also discuss best practices to support students. All PLC meeting are focused on analyzing data and creating next steps for students. Continued work will be as described above.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	The principal and others will conduct Classroom walkthroughs collecting data on the use of	
	Target Date:	06/17/2016	
	Tasks:		
	1. Principal and others will conduct walkthroughs in 10-20 classrooms each week. Data will be collected.		
	Assigned to:	Jared Lind	
	Added date:	10/08/2015	
	Target Completion Date:	02/01/2016	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)(TitleITA)		
Status	Objective Met 6/19/2013		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal currently monitors curriculum and instruction but does not intentionally schedule visits. He also gives some feedback but not on a regular basis. Most feedback is oral and not written.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	Principal and instructional coach will intentionally plan classroom visits on a weekly basis. These observations will also have a particular focus like looking for certain math practices. Evidence: Specific oral and written feedback will be provided to teachers in a timely manner. Copies of scheduled visits and feedback will be collected. Change in classroom practice will be observed.	

	Target Date:	06/30/2013
	Tasks:	
	1. January through June visits will be calendared and specific focus will be identified.	
	Assigned to:	Jared Lind
	Added date:	12/21/2012
	Target Completion Date:	06/30/2013
	Comments:	While Jared did walkthroughs beginning in September, he began focused, intentional walkthroughs with his instructional coach on a weekly basis. He calendared weekly observations especially in Kinder and 1st grade to monitor the implementation of the new common core state standards in literacy and math.
	Task Completed:	06/06/2013
Implement	Percent Task Complete:	
	Objective Met:	6/19/2013
	Experience:	6/19/2013 This experience gave Jared and his coach a purpose to observe instruction. A clear and focused observation schedule also allow Jared to give focused feedback to his teachers which in turn improved their practice. Feedback was in different forms; written, conversation, and co-teaching if necessary.
	Sustain:	6/19/2013 Jared and his coach will continue to calendar focused observations and give focused feedback.
	Evidence:	6/19/2013 Feedback notes will be downloaded into the filing cabinet.

Student and School Success Principle 2: Staff evaluation and professional development

Professional development

Indicator	P2-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)(ELL)		
Status	Objective Met 6/19/2013		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently do not have an opportunity to observe their peers teaching. The only feedback teachers currently receive is from the principal, the coach or consultants during coaching times. Not every teacher has the same vision of good teaching and learning.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	Groups of teachers will do walk-throughs facilitated by an outside consultant (ABEO). During these walk-throughs teachers will calibrate their observation skills and knowledge of what good teaching and	

		learning looks like based on an adopted framework (5D). Evidence will be collected using the 5D framework and data will be shared with observed teachers individually and whole staff without names. Evidence: Feedback will include specific areas of strengths and needs for improvement. Dates of walk-throughs and evidence will be collected. Observed changes in classroom practice.
	Target Date:	06/30/2013
	Tasks:	
	1. Schedule walk-throughs with consultant for a total of 3.	
	Assigned to:	Jared Lind
	Added date:	12/21/2012
	Target Completion Date:	06/30/2013
	Comments:	Jared did walkthroughs with both math and literacy consultants. In math - sometimes teacher leaders and sometimes whole grades would meet with math consultant and Jared to "do the math", plan a lesson and observe the lesson. Lesson was then debriefed and modified for next day. In literacy, the consultant, coach, and Jared went into classrooms to observe, then debriefed with the teacher regarding strengths and areas to improve. Sometime the consultant would model a lesson.
	Task Completed:	06/06/2013
	2. Principal will survey teachers and check employment history regarding retention and record data.	
	Assigned to:	Jared Lind
	Added date:	01/10/2013
	Target Completion Date:	06/30/2013
	Comments:	This is part of component 5 in the School-wide plan. Professional opportunities for K - 12 teachers in literacy, math, science and social studies was available for all. Coaching by consultants, leadership opportunities, and administrative support also allowed teachers to grow and learn. District wide data team training.
	Task Completed:	06/06/2013
Implement	Percent Task Complete:	
	Objective Met:	6/19/2013
	Experience:	6/19/2013 Doing walk-throughs with the consultants and other teachers not only allowed the teachers to grow in content and pedagogy but the principal and coach was able to continue their learning. Conversations also allowed teachers to be reflective.
	Sustain:	6/19/2013 The principal, coach and teachers will continue to work with the math and literacy consultant.
	Evidence:	6/19/2013 Notes from a walk-through will be downloaded into the file cabinet.
Indicator	P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected,TitleITA)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
		Objective Met - 06/19/2014

	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 has professional development that is aligned with identified needs based on student performance. Meet with math and reading consultants monthly. Instructional Coach or Principal meets with PLC's weekly. We are currently not having professional development based on staff evaluations.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	The school's professional development will be aligned with CCSS in reading and math based on student needs. Staff will meet with math and literacy consultant once a month. Staff will meet in PLC's weekly with Instructional Coaches or Principal. Professional Development will be based on staff evaluations. Because of feedback, reflection, assessment and surveys units will be adjusted to meet the instructional needs of all students increasing student achievement.
	Target Date:	06/10/2016
	Tasks:	
	1. Schedule math and literacy professional development for the new units K-5.	
	Assigned to:	Leadership Team
	Added date:	10/23/2013
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	Professional development will be provided for all new units and all units for new teachers to the building or the grade level.
	2. Schedule PLC dates focused on math and literacy once a month.	
	Assigned to:	Jared Lind
	Added date:	10/23/2013
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	Jared will coordinate with other Principals cross district PLC work during weekly Principal's meeting.
	3. Principal and Coach will observe to identify trends and give feedback.	
	Assigned to:	Sheila Tiliano
	Added date:	10/23/2013
	Target Completion Date:	06/10/2016
	Comments:	Monthly learning walks were scheduled. Feedback was given to all teachers through email and in face to face conversations.
Implement	Percent Task Complete:	
	Objective Met:	6/19/2014
	Experience:	6/19/2014

		Scheduling professional development and coordinating with all consultants and across the district is a challenge but was successfully completed.	
	Sustain:	6/19/2014 Continued communication with assistant superintendent of teaching and learning and administrators.	
	Evidence:	6/19/2014 The Professional Development calendar was established and revised monthly and weekly. Staff bulletins were updated monthly communicating to staff upcoming PD opportunities.	
Indicator	P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
		Objective Met - 06/19/2014	
	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:	Professional Development is scheduled for math and literacy once a month with math and literacy consultants. Coaches support implementation of math and literacy units of study conducting grade level staff development and individual coaching as needed. Staff meet in their PLC's weekly and monthly with PLC leaders to review units of study in math and literacy.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	Staff will be provided math and literacy professional development that is differentiated based on teacher needs once a month by literacy and math consultants. Coach will provide PLC and individual professional development opportunities based on the needs of staff increasing the successful implementation of literacy & math units of study ultimately increasing student achievement.	
	Target Date:	06/10/2016	
	Tasks:		
	1. Develop a yearly professional development calendar for literacy and math.		
	Assigned to:	Wilma Kozai	
	Added date:	10/23/2013	
	Target Completion Date:	06/10/2016	
	Frequency:	once a year	
	Comments:	The professional development calendar will be reviewed and coordinated monthly or as need.	
	3. Coach will develop a monthly coaching plan for staff based on identified needs.		
	Assigned to:	Richard Peacock	
	Added date:	10/23/2013	
	Target Completion Date:	06/30/2016	

	Frequency:	monthly
	Comments:	A coaching plan for the month was established based on identified trends during learning walks and staff needs.
Implement	Percent Task Complete:	
	Objective Met:	6/19/2014
	Experience:	6/19/2014 Using survey monkey was a quick and easy resource to gather staff input.
	Sustain:	6/19/2014 Next year establish the exact dates in September of when staff will be formally surveyed.
	Evidence:	6/19/2014 Survey Monkey data was collected and shared with staff.
Indicator	P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently in October 2015, Instructional coaches gather information from teachers on PD needs and curriculum needs in order to plan for the upcoming year. In 2014, the district has professional development for both literacy and math. The professional development is scheduled monthly for literacy and math. First year teachers or teachers new to a grade level will receive training on curriculum units being used in the classroom. The school has about an hour per month for specific school professional development needs.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	The leadership team will refine a list of potential focus for professional development. The leadership team will communicate with their grade level teams and prioritize professional development opportunities. The leadership team will develop a calendar on a monthly basis.
	Target Date:	06/10/2016
	Tasks:	
	1. Develop surveys which will be given quarterly to teachers to gather data on current professional development needs.	
	Assigned to:	Leadership Team
	Added date:	10/08/2015
	Target Completion Date:	06/10/2016
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration			
Indicator	P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	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:	Current curriculum was not strategically or intentionally developed based on individual student needs. While students were assessed on a regular basis, they were not given the opportunity to exit intervention. Whether students showed growth or not, they were in intervention for the total nine weeks.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	Identify greatest areas of need for students by grade level based on assessments. Work with math and literacy consultants to select and/or develop appropriate curriculum for intervention. Intervention for students will be aligned with core curriculum and beliefs about how students learn to read and do math. Student progress will be monitored on a weekly/regular basis and students showing growth will exit the intervention. Evidence: Copies of assessments, numbers of students exiting intervention.	
	Target Date:	06/10/2016	
	Tasks:		
	1. Pre-assess 2nd-5th grade students regarding certain critical math concepts, select students needing intervention and schedule before or after school math intervention time. Pre-assess all K-3 ELL students regarding their written and oral language in English, select students and schedule after school intervention time.		
	Assigned to:	Jared Lind	
	Added date:	12/21/2012	
	Target Completion Date:	06/10/2016	
	Comments:	All 3rd, 4th, and 5th graders were pre-assessed in subtraction, multiplication, division, fractions, and decimals. Based on the results students were placed in the appropriate intervention and monitored on a regular basis. Results showed that about 75 students in total showed growth not only in the intervention concepts but their grade level core concepts.	
Implement	Percent Task Complete:		
	Objective Met:	6/19/2013	
	Experience:	6/19/2013 In the past, intervention taught skills and concepts from the primary grades. This year concepts were closer to grade level and allowed	

		students to be successful in their grade level content,.	
	Sustain:	6/19/2013 We will continue to offer intervention for our struggling students.	
	Evidence:	6/19/2013 Data will be downloaded into the file cabinet.	
Indicator	P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
		Objective Met - 06/19/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has established a team structure during PLC time every Friday for collaboration among all teachers. Agendas, minutes, roles are used at each meeting. An action plan is also determined at each meeting. In addition to Friday, PLCs meet once a week Mon through Thursday. The principal meets with each grade level twice a month during that time.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	In addition to current structure, principal will hire PLC leaders for each grade level. He will meet with these leaders twice a month to increase the focus of PLCS, set agendas, monitor progress of each PLC, and improve communication around learning. Student achievement in math and literacy will increase because of grade level collaboration and vertical alignment.	
	Target Date:	06/10/2016	
	Tasks:		
	1. Hire PLC Leaders for each grade level.		
	Assigned to:	Jared Lind	
	Added date:	10/23/2013	
	Target Completion Date:	06/10/2016	
	Comments:	PLC leaders were hired for the 2014-2015 school year. We will be meeting before the contracted day at least twice a month to increase communication between the principals and our PLCs. Leaders wrote agendas and started taking minutes this year. With the PLC leaders in place, their will be a deeper focus on data, instruction and improving student learning.	
	2. Set a calendar of meeting with PLC leaders.		
	Assigned to:	Jared Lind	
	Added date:	10/23/2013	
	Target Completion Date:	06/10/2016	
	Comments:	PLC leaders will be meeting with the principals the second and fourth	

		Tuesdays of each month before school. They will also attend leadership meetings the second and fourth Wednesdays of each month. They will lead their grade level PLC meetings once a week.
Implement	Percent Task Complete:	
	Objective Met:	6/19/2014
	Experience:	6/19/2014 We hired six PLC leaders at the end of 2013-2014 school year. These were teachers who were willing to take a leadership role with their grade level team.
	Sustain:	6/19/2014 Following through with the set schedule and maintaining a clear focus on improving instruction. This will be done through the use of data, student work, collaboration of grade level team and building leadership.
	Evidence:	6/19/2014 PLCs were already in place, scheduled and were regularly meeting. This year, teachers took on additional leadership within their teams to bring further focus on learning. Many of these teachers were hired for the leadership positions.

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2014	
	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:	Reading instruction in grades 3 - 5 was based on Harcourt reading program and K - 2 was based on Read Well. All of the grades had holes in terms of alignment to state standards. Math instruction was aligned to Washington state standards with a few holes in grades K - 5.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	With the support of the literacy and math consultants, all math and literacy curriculum will be aligned to common core standards. A year long curriculum map will be developed for both by grade level and units developed within. Each unit will have assessments, daily lessons, resources, and specific ELL and Sp Ed accommodations. Professional development and coaching will be provided for implementation of work. Evidence: Units and curriculum maps will be uploaded on the district's M drive, implementation of units in the classrooms.	
	Target Date:	06/10/2016	
	Tasks:		

	1. Math and reading leadership teams will begin aligning units of study to common core standards. Progressions of math lessons for key concepts with learning targets and success criteria for each lesson will be developed and recorded on district file server. Units of study for K - 1 in literacy will be developed by consultant and instructional coach and aligned to common core and recorded on district file server. Created charts/templates, etc. will be the evidence.	
	Assigned to:	Sheila Amador
	Added date:	12/21/2012
	Target Completion Date:	06/10/2016
	Comments:	Schedule time for instructional coach and consultant to develop units of study in literacy. Beginning on Jan 8, math leadership will meet to identify state and common core standards that are aligned to our current curriculum. Gaps will be identified and new assessments will be created. Review/repair and routines for each grade level will be identified and recorded. Completed templates/charts/ units will be the evidence.
Implement	Percent Task Complete:	
	Objective Met:	6/19/2014
	Experience:	6/19/2014 Aligning units of instruction to CCSS is challenging, but was successfully completed this year for math and literacy.
	Sustain:	6/19/2014 Revision teams have been formed to revise the units of instruction and give input for any new units that are being developed.
	Evidence:	6/19/2014 Units of study are uploaded on the districts' server. The units of study for math and literacy will be accessible on the web by August of 2014.
Indicator	P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637)(Expected,TitleITA)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school's Leadership Team consist of the principal, one teacher representative per grade band, 2-3 parents, a special ed teacher, the instructional coach, a classified employee and met twice a month to discuss issues regarding instruction, monitor student progress and discuss whether the core instructional program is meeting the needs of all students or not. Data and analysis that math and literacy leadership teams and PLCs worked on is also shared. Minutes are taken and shared with whole staff.
Plan	Assigned to:	Leadership Team
	How it will look when fully met:	The Leadership team will regularly review data from common assessments to determine the implications and adjustments needed and to share these with the certified staff.
	Target Date:	06/10/2016
	Tasks:	

	1. The staff will hold vertical data meetings in which student data is presented to monitor student achievement. The literacy and math data will be monitored monthly to determine what supports are needed for those students not making progress.	
	Assigned to:	Leadership Team
	Added date:	10/22/2015
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	This data will be available in the conference room and will be updated monthly.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Student and School Success Principle 4: Rigorous, aligned instruction

Engaging teachers in assessing and monitoring student mastery

Indicator	P4-IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(ELL,SWD)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some teachers used pre-tests in reading and math but did not individualize instruction for students. Often students needing extra support was placed in Reading Mastery. In math, teachers did daily routines to help build conceptual understanding of key math concepts and number sense. Not much enhanced learning opportunities for students.	
Plan	Assigned to:	Adelaida Guizar	
	How it will look when fully met:	Math and literacy consultants and lead teachers and coaches will create Pre-assessments for reading and math for each grade level and each unit based on common core standards. Based on the results, students needing extra support and/or time will be identified. With the help of consultants, curriculum for intervention, small group instruction, and review/repair will be developed to meet the needs of these students. Formative and summative assessments will also be developed and implemented to monitor student progress and achievement. Evidence: Copies of assessments and results will be collected.	
	Target Date:	06/30/2015	
	Tasks:		
	1. K - 1 and 4 - 5 literacy units will have pre-assessments to determine level of skill usage in more complex texts. Math pre-assessments will assess prior knowledge of related concepts needed for upcoming unit.		
	Assigned to:	Adelaida Guizar	
	Added date:	12/21/2012	
	Target Completion Date:	06/30/2015	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	P4-IIB05 - All teachers re-teach based on post-test results.(95)	
Status	Objective Met 6/19/2014	
Assessment	Level of Development:	Initial: Limited Development 12/21/2012
		Objective Met - 06/19/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers used data and often knew when students were not doing well, but many did not re-teach due to either lack of time or knowledge of how to support the students. Systems were not in place to support re-teaching on a regular basis.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	Teachers and consultants will create and use formative assessments to identify areas to re-teach as we progress through a unit. Gaps and holes identified can be easily "repaired" throughout the unit instead of waiting till the end. Small groups/guided reading and review/repair will be implemented. Coaching will be provided to support teachers. Evidence of formative assessments and guided reading or review/repair lessons will be collected.
	Target Date:	06/30/2014
	Tasks:	
	1. Create more common formative assessments, identify areas of misconceptions and/or gaps in learning and either re-teach or provide more opportunities for students to learn.	
	Assigned to:	Jared Lind
	Added date:	10/25/2013
	Target Completion Date:	06/06/2014
	Comments:	Teachers used post-test data to determine concepts that students needed further time with. Grade level teams analyzed data and made decisions to review/repair math concepts that many of our students were not yet proficient with. Formative assessments were used weekly to measure growth and to also determine when the re-teaching concluded. Teachers started to use conferring notes when working individually with students. They also assessed using the Fountas and Pinnell benchmark assessment when determining if students were ready to move to a new instructional level. LLI was also used to support literacy needs. Based on student data, they were placed in an additional intervention and addressed learning gaps at their instructional level.
	Task Completed:	06/19/2014
Implement	Percent Task Complete:	
	Objective Met:	6/19/2014

Experience:	6/19/2014 PLCs discussed strengths and weaknesses and collectively made decisions to revisit learning that students were struggling with. Formative assessments were created by the classroom teacher and they assessed on a regular basis. These concepts were also shared at our monthly vertical meetings.
Sustain:	6/19/2014 This will become a high priority for all PLCs next year. They will continue to create action plans that describes the strategies that they will take to move students towards mastery of important learning concepts.
Evidence:	6/19/2014 Teachers provided review/repair, further instructional time and interventions when necessary. State reading and math data continues to improve because of students getting more opportunities to become proficient with key learning concepts.

Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	Objective Met 6/19/2014		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2014	
	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 and district did not have one document that aligned standards, curriculum, instruction, and assessments for all teachers to follow in reading and math.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	Math and literacy consultants will work with teachers and coaches and align all standards, curriculum, instruction and assessments will be aligned in math and literacy district wide. Evidence: Documents will be collected and uploaded onto the District's M Drive. Increase in students achievement as determined by AMO.	
	Target Date:	06/30/2015	
	Tasks:		
	1. Teachers, coaches, assistant superintendent and consultants will begin developing units that have standards, instruction, curriculum and assessments aligned.		
	Assigned to:	Wilma Kozai	
	Added date:	12/21/2012	
	Target Completion Date:	06/30/2015	
	Comments:	Curriculum maps for the year were established for literacy and math.	
	Task Completed:	06/19/2014	

Implement	Percent Task Complete:	
	Objective Met:	6/19/2014
	Experience:	6/19/2014 Curriculum maps were revised as the year progressed for both math and literacy. The units took longer than expected to teach as it was the first year of implementation for some therefore altering the dates on the map.
	Sustain:	6/19/2014 Establish a clear and consistent curriculum map for literacy and math by August 2014
	Evidence:	6/19/2014 Curriculum maps are uploaded on the districts' server.
Indicator	P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All English students go to literacy intervention daily for 30 minutes Monday through Thursday, based on the Fountas and Pinell assessment. Majority of Spanish students are also getting intervention in literacy. Enrichment is also provided for students at or above level during the same time. K-2 math students are placed in centers - small group instruction based on their assessment using Kathy Richardson materials. 3-5 teachers have created review/repair lessons based on classroom assessments. Review/repair is about 15 minutes long 4 - 5 days a week. 3 -5 teachers also have tablets to access Conceptua math for students to work on in small groups - dealing with fractions. The enrichment piece in math is not being addressed at this time.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	Enrichment in math will be provided for those students at or above grade level in addition to current level. Intervention for students not meeting grade level standard in literacy and math. More intentional monitoring of student progress. Small group work for math students will be implemented at grades 3 - 5. K-2 math students are placed in centers - small group instruction based on their assessment using Kathy Richardson materials. 3-5 teachers have created review/repair lessons based on classroom assessments. 3 -5 teachers also have tablets to access Conceptua math for students to work on in small groups - dealing with fractions. Once students master a level in literacy intervention, they will be reassessed using Fountas and Pinnell to ensure they are reading independently at that level.
	Target Date:	06/10/2016
	Tasks:	

1. We will be selecting teachers to work with highly capable students K-5 for the next school year. This group of teachers, with the support of the Assistant Superintendent and professional development, will develop teaching strategies that will help them differentiate instruction. Students working above grade level will have opportunities to participate in enrichment activities. These strategies will be shared with all staff and will benefit all students.	
Assigned to:	Wilma Kozai
Added date:	06/19/2014
Target Completion Date:	06/10/2016
Comments:	
2. Create enrichment lessons for students at or above grade level in math.	
Assigned to:	Wilma Kozai
Added date:	10/23/2013
Target Completion Date:	06/10/2016
Comments:	Providing enrichment lessons is a work in progress and will be a focus for the next school year.
3. Design center activities to be used once a week.	
Assigned to:	Wilma Kozai
Added date:	10/23/2013
Target Completion Date:	06/10/2016
Comments:	Kathy Richardson centers were used in K-2 classrooms this school year. We also used Conceptua math exposing students to fractions in support of the core math lessons. Review/repair was used when students needed additional time to be proficient with key learning standards. Literacy intervention was used K-5 and students were assessed twice a month to ensure that they were reading at their independent level.
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Student and School Success Principle 5: Use of data for school improvement and instruction

Assessing student learning frequently with standards-based assessments

Indicator	P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/15/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers collaboratively place students based on comprehensive reading scores (Fontus and Pinnell), math number from Kathy Richardson assessments (PK-2 only) and behavior needs. Incoming kindergarten students are assessed when enrolling and parents attend a kinder orientation night in May. Parents are informed of kindergarten standards and given learning tools that they can use to support their child throughout the summer. Fifth graders attend an orientation night at the middle school and data is passed on to sixth grade teachers through cumulative student files.	

Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	In addition to what we are currently doing, all new students enrolled before school begins, will be assessed within the first three days of school. Third through fifth grade teachers will administer a year end math assessment that will be passed on to next year's teacher. The data collected from the assessment will measure identified foundational math skills and proficiency levels of each student.	
	Target Date:	06/15/2016	
	Tasks:		
	1. Identify staff members and develop a schedule to assess all new students in August 2016.		
	Assigned to:	Leadership team	
	Added date:	10/15/2015	
	Target Completion Date:	09/01/2016	
	Frequency:	once a year	
	Comments:		
	2. Grade level teams will write a year end math assessment measuring foundational math skills. Test should take no longer than 30 minutes for students to complete.		
	Assigned to:	Grade Level teams	
	Added date:	10/15/2015	
	Target Completion Date:	06/15/2016	
	Frequency:	once a year	
	Comments:		
	3. Grade level teams will collect and share math foundational skills assessment data with next year's grade level teachers.		
	Assigned to:	Grade level teams	
	Added date:	10/15/2015	
	Target Completion Date:	06/15/2016	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
	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:	Math and Literacy leadership teams as well as PLCs use entire time to look at student data/work, unit assessments, analyze the data, and make decisions regarding intervention, guided reading and review/repair. Primary math teachers continuously use the Kathy	

		Richarson assessments to monitor student's knowledge and fluency with combinations of numbers up to 20. The data is also used to assess the strengths and weaknesses of the curriculum. This data is communicated with the two consultants to revised the units of study.	
Plan	Assigned to:	Leadership Team	
	How it will look when fully met:	Grade level P.L.C. teams will analyze student work, make instructional decisions based on data, and then monitor student learning.	
	Target Date:	06/10/2016	
	Tasks:		
	1. The Leadership Team will monitor P.L.C. meeting notes for instructional decisions made based on student data to ensure increased student achievement.		
	Assigned to:	Leadership Team	
	Added date:	10/22/2015	
	Target Completion Date:	06/10/2016	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P5-IID09 - Instructional Teams use student learning data to plan instruction.(107)(SWD)		
Status	Objective Met 6/19/2013		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	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:	PLCs meet on a weekly basis to plan instruction and look at student assessments and work. There is not a systematic way of looking at and using data. A common protocol for analyzing student work also does not exist.	
Plan	Assigned to:	Wilma Kozai	
	How it will look when fully met:	PLC will meet weekly and use a district wide developed protocol for analyzing student work. These results will truly inform instruction and decisions regarding curriculum and re-teaching. Evidence: PLC reports will be collected by the principal. Principal will be able to discuss student progress based on reports.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Create a district wide protocol for analyzing student work. Have a district wide PLC meeting to implement protocol.		
	Assigned to:	Jared Lind	
	Added date:	12/21/2012	
	Target Completion Date:	06/30/2013	
	Comments:	A district wide protocol for looking at student work was created.	

	Task Completed:	06/06/2013
	2. Principal and teachers will pass on end of year assessments of students to next grade level teachers to inform beginning of the year instruction.	
	Assigned to:	Jared Lind
	Added date:	01/10/2013
	Target Completion Date:	06/30/2013
	Comments:	This is component 7 of the School-wide Plan. Fountas and Pinell in reading and Kathy Richardson in math for primary along with some key concepts in grades 3, 4, and 5 such as fractions. This data is also being used in summer school.
	Task Completed:	06/06/2013
Implement	Percent Task Complete:	
	Objective Met:	6/19/2013
	Experience:	6/19/2013 Teachers are trying out the new protocol and have said it helps them identify the strengths and areas of need for EACH student. It also forced ALL teachers to be involved in the analysis and create an action plan to re-teach and re-assess. The on-going assessments have provided more information about their students as readers and mathematicians than they have ever known before.
	Sustain:	6/19/2013 We will continue to do this work.
	Evidence:	6/19/2013 Data sheet to show growth will be downloaded into the file cabinet.
Indicator	P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected,TitleITA)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are monitoring and assessing student mastery of standards but not all math and literacy units have formative and summative assessments written and ready for use. Many teachers have created formative assessments when none are available in unit. Not all teachers are creating formative assessments.
Plan	Assigned to:	Jared Lind
	How it will look when fully met:	Teachers assess throughout the unit using formative assessments. At the end of the unit, teachers will give a summative assessment to assess for mastery of standards.
	Target Date:	06/15/2016
	Tasks:	
	1. Grade level teams will develop formative and summative assessments as needed.	
	Assigned to:	Grade level teams

	Added date:	10/15/2015
	Target Completion Date:	06/15/2016
	Comments:	
	2. PLC leaders will share assessment data within their PLCs, the leadership team and with district curriculum team	
	Assigned to:	PLC teams
	Added date:	10/15/2015
	Target Completion Date:	06/15/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

School and classroom culture

Indicator	P6-IIIC08 - All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)		
Status	Objective Met 6/19/2013		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2013	
	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:	While many teachers give students feedback it may not be explicit enough to help students understand what they are understanding and doing well and what specific transferable skills and strategies they need to work on. Teachers are trying on modeling their thinking/metacognition and sometimes provides students guided practice opportunities.	
Plan	Assigned to:	Michael Kantman	
	How it will look when fully met:	All literacy instruction will follow a "gradual release of responsibility" structure that ensures teachers are modeling their thinking/metacognition, providing guided practice and eventually leads to independence practice and ownership. Math lessons will follow a "launch, explore, summarize" structure that enables students to be problem solvers, share their thinking and reasoning and connect prior knowledge to new concepts. Support to teachers will be provided through professional development and coaching. Evidence: Records of observations will be collected. Increase in student achievement as determined by AMO.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Weekly scheduled observations and feedback.		
	Assigned to:	Micheal Kantman	
	Added date:	12/21/2012	
	Target Completion Date:	06/30/2013	

	Comments:	Through work with another consultant, groups of teachers observed teaching and focused on how the teacher used different modes of teaching to support learning. Teachers used the "gradual release" model to first model the work and then allow students to practice and then do the work independently. Teachers had opportunities to notice and make sense of how different teachers supported all students to learn.	
	Task Completed:	06/06/2013	
Implement	Percent Task Complete:		
	Objective Met:	6/19/2013	
	Experience:	6/19/2013 Opportunities for peer observation with an outside consultant provided teachers a way to discuss with colleagues objective data collected through the observations. Teachers were open to feedback, many even asked for it.	
	Sustain:	6/19/2013 Will continue process next year.	
	Evidence:	6/19/2013 Noticings and wonderings are available in Principal's leadership binder.	
Indicator	P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Expected)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2013	
	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:	Time to Teach is fully implemented school wide. Teachers consistently reinforce classroom rules. Procedures are taught and practiced frequently at the beginning of the year and reinforced throughout the year.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	All staff will teach and practice expectations from the Time to Teach program. Expectations will be reinforced throughout the year. All expectations, corrective language and consequences will be consistent PK-5. The expectations of the school wide behavior plan will be sent home and signed by parents.	
	Target Date:	06/10/2016	
	Tasks:		
	1. Host a Time to Teach information night for parents.		
	Assigned to:	Jared Lind	
	Added date:	10/26/2015	
	Target Completion Date:	06/10/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).(2639)(Expected)		

Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/25/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In addition to Time to Teach, character building is addressed through assemblies and Caught Being Good Program. At the monthly character assembly, students are honored for their outstanding behavior. Any behavior issues are addressed in a timely manner, especially bullying and student well-being. the climate and culture of the school is warm and caring. An esample is the acknowledging of students by names and asking "how is it going today?" to any student as adults walk down a hallway.	
Plan	Assigned to:	Leadership Team	
	How it will look when fully met:	Arthur H. Smith Elementary will have reduced the number of major infractions. The office referrals will be decreased. The Center for Educational Effectiveness (CEE) Survey will show that students and staff feel safe and supported.	
	Target Date:	06/10/2016	
	Tasks:		
	1. The Leadership team will review the CEE data to check for school culture. They will monitor reports on discipline issues and trends from the counselor and from the skyward data. They will make suggestions for appropriate adjustments to ensure student safety.		
	Assigned to:	Leadership Team	
	Added date:	10/22/2015	
	Target Completion Date:	06/10/2016	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

Student and School Success Principle 7: Family and community engagement

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

Indicator	P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/25/2013	
	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 3 parent representatives on the Leadership Team who are also involved in Smith's PTA. All these parents take information from the leadership team and shares with the PTA. They also bring information, concerns, questions back to the leadership team to be addressed.	

Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	Parents will have multiple opportunities to provide input and suggestions regarding the school improvement plan, parent engagement activities and other school concerns.	
	Target Date:	06/10/2016	
	Tasks:		
	1. School representative(s) will report and ask for input on school related matters to the PTA quarterly. The Leadership Team will review fall and spring Title 1 parent surveys.		
	Assigned to:	Jared Lind	
	Added date:	10/22/2015	
	Target Completion Date:	06/10/2016	
	Frequency:	four times a year	
	Comments:	Increase attendance by having key community members contact parents reminding them of upcoming family events. Use flyers, blackboard messaging, phone calls, banner to promote family nights. Send a follow-up letter thanking them for attending and appreciating their input.	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/25/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All documents are in place and annually distributed and communicated to teacher and parents. Mission is not posted and not communicated to students.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	School mission and vision statement will be revised by a team at Smith. Both will fully represent who Smith is and reflect Smiths' beliefs and goals about teaching and learning. These will be posted and shared to all stakeholders.	
	Target Date:	06/10/2016	
	Tasks:		
	0. Meet in August with all staff to review mission and vision options.		
	Assigned to:	Jared Lind	
	Added date:	06/19/2014	
	Target Completion Date:	06/10/2016	
	Comments:	Share out from emailed responses the options for vision and choose the official mission and vision statements.	
	1. Establish a team of teachers to develop a mission and vision statement. Parents will have an		

	opportunity to review and give feedback.	
	Assigned to:	Jared Lind
	Added date:	10/25/2013
	Target Completion Date:	06/10/2016
	Comments:	Revise the mission and vision for A.H. Smith School.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/15/2015
	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 and send home annually, a Student/Teacher/Parent Compact to all students. We hold reading and family nights that address some of the learning that is happening in the class.
Plan	Assigned to:	Sheila Tiliano
	How it will look when fully met:	How it will look when fully met: In addition to the parent compact, the leadership team will plan family nights. Literacy and math nights will focus on major standards (unfamiliar math/literacy strategies) providing parents opportunities to try on the learning. The team will also plan effective ways that parents can support this learning at home.
	Target Date:	06/15/2016
	Tasks:	
	1. The Leadership team will plan math and literacy family nights	
	Assigned to:	Leadership team
	Added date:	10/15/2015
	Target Completion Date:	02/16/2016
	Frequency:	twice a year
	Comments:	
	2. Grade level teams will create and share informational sheet of key grade level standards with examples of test items and student work.	
	Assigned to:	Grade level teams
	Added date:	10/15/2015
	Target Completion Date:	06/15/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Student and School Success Principle 7: Family and community engagement		
Providing two-way, school-home communication linked to learning		

Indicator	P7-IVA05 - The school regularly communicates with parents (families) 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).(3075)		
Status	Objective Met 6/19/2014		
Assessment	Level of Development:	Initial: Limited Development 12/21/2012	
		Objective Met - 06/19/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most of the communication going home is not related to curriculum. Curriculum is mostly communicated at monthly parent nights which are attended by an average of 15% - 20% of the parents. Expectations of discipline, homework, and reading are sent home by class at the beginning of year. The only other time the school talks about curriculum is during fall and spring parent conferences.	
Plan	Assigned to:	Micaela Razo	
	How it will look when fully met:	Parent liaison will meet monthly with parents to share/communicate the work of the Leadership Team. She will also share reading and math benchmark data, importance of supporting their child in school and how to support students, etc. Evidence: Collection of parent sign-ins and agendas will be the evidence. Survey of parents to assess level of communication, engagement, and involvement.	
	Target Date:	06/30/2013	
	Tasks:		
		1. Schedule monthly parent meetings with focused agendas. Will create a PTA.	
	Assigned to:	Micaela Razo	
	Added date:	12/21/2012	
	Target Completion Date:	06/30/2013	
	Comments:	PTA created and meetings scheduled for once a month.	
	Task Completed:	06/19/2014	
Implement	Percent Task Complete:		
	Objective Met:	6/19/2014	
	Experience:	6/19/2014 PTA President sat down with Principal and coach to plan out the parent nights in October.	
	Sustain:	6/19/2014 Vice Principal will attend all PTA Board meetings 2014-2015 as a "friend" to the PTA Board to increase communication between the PTA Executive Board and the school.	
	Evidence:	6/19/2014 Monthly calendars with identified parent nights.	
Student and School Success Principle 7: Family and community engagement			
Educating parents to support their children's learning and teachers to work with parents			

Indicator	P7-IVA13 - The LEA/School has engaged parents and community in the transformation process.(1649)(Expected)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/25/2013	
	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:	Both Smith and the district regularly hold parent nights to explain the new instructional model for math and literacy and how we are creating units around the new Common Core State Standards. In addition, the three parent reps that are on both PTA and the leadership team serve as a conduit for communication to and from the parents and the school.	
Plan	Assigned to:	Jared Lind	
	How it will look when fully met:	One or more parents will be invited to serve on the Leadership Team and will assist in having additional parents (families) participate in the transformational process.	
	Target Date:	06/15/2016	
	Tasks:		
	1. The Leadership Team will invite a parent(s) to serve on the Leadership Team.		
	Assigned to:	Leadership Team	
	Added date:	10/15/2015	
	Target Completion Date:	01/29/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	