

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.

4/24/2014

Oakridge Elementary School NCES - 410915000635

Oakridge SD 76

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators

District and School Structure and Culture

Indicator	DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/08/2013
	Evidence:	All school rules and expectations are taught and re-taught during the school year. Classroom expectations align with school wide expectations. OES is a PBIS school. Discipline data is collected using SWIS and shared with the leadership team. Interventions are in place for students who are strategic or intensive in behavior as well as academics. OES staff members provide safe, respectful, culturally inclusive classrooms, common areas, and general school environment.
Indicator	DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/08/2013
	Evidence:	The school mission statement is Learning Together Everyday. It is the expectation of our school and staff that each child will be successful and that their learning needs will be met in the classroom, and through interventions when additional opportunities are needed for learning. Student data is collected quarterly and the leadership team reviews the data each quarter. Data sources are attendance, Easy CBM for math and reading, SWIS referral data and Success for All reading data. Upon reviewing the data support is provided for all stakeholders through small group interventions with frequent progress monitoring in both academics and behavior.

Indicator	DSC1.3 - The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163)		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 03/08/2013	
		Objective Met - 02/12/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>We are in the beginning stages of providing professional development for teachers to support parents in the education of their children. We presently have conferences twice a year that have a high attendance rate. Teachers try for 100% attendance and most achieve this rate. These conferences are used to inform parents about progress and give information on how to help their children at home. School staff are researching poverty and how it affects behavior and academic performance. We will continue to focus on this area to acquire strategies to continue to work with our students and parents in this area.</p>	
Plan	Assigned to:	Kelly McIntyre	
	How it will look when fully met:	<p>By June 2016: A standardized system will be used school wide to send home information on classwork and school information. Curriculum of the home brochures will be provided at conference times. A curriculum night will be added to the yearly calendar. The family resource center will provide parenting classes.</p> <p>By June 2014: A standardized system will be discussed at PLC meetings to develop school wide procedures to send home information on classwork, homework, grades and school information. Our goal is to implement this system by September 2013. Curriculum of the home brochures will be provided at conference times. These brochures will assist parents by providing information on key CCSS standards their student will be covering, providing contact information for all classroom teachers, and offering tips for supporting student success. The family resource center will provide parenting classes.</p> <p>In November 2013 a parent survey was conducted during conferences that indicated parents were aware of and using the blue school to home folder. School staff decided that starting in the fall of 2014 a student planner would be helpful in tracking assignments for intermediate students. Parents have access to student assignments and grades through the eschool program in the intermediate grades. Parents also have access to the IXL math program and Accelerated Reader program at home so students have additional practice in reading and math.</p>	
	Target Date:	06/09/2014	
	Tasks:		
		0. The student planner for intermediate students will be developed in the Spring of 2014 and ready to roll out with the start of school and shared with parents during the curriculum night in the fall of 2014.	
	Assigned to:	Kelly McIntyre	

	Added date:	04/04/2014
	Target Completion Date:	09/18/2014
	Frequency:	once a year
	Comments:	
0. Information regarding eschool, IXL and Accelerated Reading will be provided to parents at the Fall 2014 curriculum night.		
	Assigned to:	Tamara Skordahl
	Added date:	04/04/2014
	Target Completion Date:	09/18/2014
	Frequency:	once a year
	Comments:	
1. PLC groups will meet to review and refine our new school-wide system for parent communication. We will verify that this new system is working for our parents.		
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	12/09/2013
	Comments:	School-wide system for parent communication was introduced at the August 2013 inservice. The communication plan has been implemented by providing a school to home folder. Staff made decisions regarding the folders and what they would include (assignment sheets, how to monitor if folders are making it home and back, etc...) During conferences in November 2013 a survey monkey on an ipad will be given to parents to verify that the system is working for them. The survey has been completed and data shows that parents are aware of and using the home to school communication system (blue folders). Upper level teachers have added an assignment sheet to give additional information that parents requested. This folder is in addition to the online gradebook, eschool, which we are in the first year of implementing.
	Task Completed:	12/19/2013
2. Grade level meetings will take place to review and edit curriculum of the home brochures.		
	Assigned to:	Laura Jacobsma
	Added date:	04/16/2013
	Target Completion Date:	08/30/2013
	Comments:	Curriculum of the home brochures were revised and completed in May 2013.
	Task Completed:	05/30/2013
3. Curriculum of the home brochures will be created by June 2013. These will include key Common Core State Standards for each grade and ways parents can support their students.		
	Assigned to:	Mike Donnelly
	Added date:	06/03/2013
	Target Completion Date:	06/07/2013
	Comments:	These were completed in May 2013.
	Task Completed:	05/30/2013
4. Curriculum of the Home brochures will be printed and distributed to parents.		

	Assigned to:	Tina Maher
	Added date:	06/03/2013
	Target Completion Date:	11/08/2013
	Comments:	Brochures were distributed at curriculum night Sept. 26, 2013 and will be given to parents during conferences in November 2013. They are also available in the brochure rack by the office.
	Task Completed:	09/26/2013
	5. A new communication procedure/plan will be adopted by the staff. This will include a school to home folder, which will be consistent across grade levels. Expectations for how/when school information (notices), classwork, grades and homework go home will be agreed upon. This system will be implemented in September 2013. We will share this system with parents at our August Meet and Greet.	
	Assigned to:	Tamara Skordahl
	Added date:	06/03/2013
	Target Completion Date:	08/29/2013
	Comments:	Home to school folders are in place and being used across grade levels. Expectations were agreed upon in August 2013 and fidelity of implementation will be monitored at the staff meeting Nov. 12th. See task 1. The home to school folders are in place and working well.
	Task Completed:	12/19/2013
Implement	Percent Task Complete:	
	Objective Met:	2/12/2014
	Experience:	2/12/2014 We are pleased with our home to school folders.
	Sustain:	2/12/2014 Yearly converstaions and revisions will be needed before each new school year.
	Evidence:	2/12/2014 All classes are using the home to school folder. We have survey results available upon request.
Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)	
Status	Tasks completed: 4 of 6 (67%)	
Assessment	Level of Development:	Initial: Limited Development 03/08/2013
	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:	OES has additional learning time for students who are not meeting standards in the area of reading. We provide tutoring for first and second graders and intervention groups like corrective reading and phonics for reading for older students. We have been struggling to find staff and time for intervention groups in math although we have a few students attending some math interventions during the school day at this time. We are also providing after school math booster class, Friday school, and math homework help both after school and during the school day.
Plan	Assigned to:	Emily Howard

How it will look when fully met:	<p>By June 2016: Students who are not meeting benchmarks in math and reading will be provided with tiered interventions based on identified needs. Data from these groups will be reviewed at quarterly EBISS meetings and be used to move students in and out of interventions.</p> <p>By June 2014: This will be a planning year. We will be attending the DuFour PLC conference and looking at schedules and interventions that are in place in schools that we might adopt to increase time for interventions. We will continue our interventions that are presently in place and will work on creating a system to review the data to see if our students are reaching their learning goals.</p> <p>Beginning in December of 2013 PLC groups were formed and began to meet weekly. Twice a month the groups focus on data analysis and interventions for students who need additional learning time to meet standards. Students are grouped and assigned to interventions according to progress monitoring data. On alternate weeks grade level teams will use common formative assessments and progress monitoring data aligned with the CCSS to monitor student progress towards state standards and coordinate the planning and delivery of standards based instructional units.</p>
Target Date:	06/09/2014
Tasks:	
0. Schedules will be adjusted to allow for weekly PLC/data team meeting times.	
Assigned to:	Tamara Skordahl
Added date:	04/04/2014
Target Completion Date:	01/09/2014
Comments:	
1. All teachers will attend the DuFour PLC conference in order to improve upon our PLC process with common language and goals.	
Assigned to:	Tamara Skordahl
Added date:	04/16/2013
Target Completion Date:	10/11/2013
Comments:	All teachers including our School Psychologist and Counselor attended the DuFour Conference. PLC groups are being formed and schedules changed to provide time for meetings.
Task Completed:	10/11/2013
2. Set EBISS meeting dates for 2014-2015 and identify which meetings will be a review of achievement data of students in interventions.	
Assigned to:	Stephanie Lucachick
Added date:	04/16/2013
Target Completion Date:	05/31/2013
Comments:	
Task Completed:	05/30/2013
3. 2nd through 6th grade classes will progress monitor students who fall into the strategic or intensive range on the Easy CBM benchmarks - math and reading- every four to six weeks.	
Assigned to:	Stephanie Lucachick
Added date:	04/16/2013
Target Completion Date:	01/13/2014

	Comments:	Progress monitoring has begun. 4th, 5th, and 6th grade classes are all being progress monitored in both reading and math. 2nd and 3rd grade special education students are being progress monitored and a plan is in place to progress monitor all 2nd and 3rd graders by January 13, 2014.
	4. The principal will attend rural schools PLC with regional network coordinator to review schedules in other districts.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	10/07/2013
	Frequency:	four times a year
	Comments:	Rural PLCs are taking place and the principal is attending as schedules allow.
	Task Completed:	09/02/2013
	5. The leadership team will conduct a self-analysis of Professional learning Structures (PLC) available through the San Diego County Offices of Education (SDCOE). They will then plan for how to study and use this data as we move forward.	
	Assigned to:	Stephanie Lucachick
	Added date:	04/24/2013
	Target Completion Date:	04/19/2013
	Comments:	<p>The self-analysis of Professional Learning Structures was completed in April 2013. We will review implementation levels of the self-analysis at scheduled EBISS meetings.</p> <p>Following the DuFour conference we analyzed our needs and have started implementing the essential elements of PLCs. We have established norms, created a Agenda and Minutes form, scheduled weekly PLC meetings by grade levels, scheduled quarterly school wide data team meetings. We are focusing on math instruction as our primary goal.</p> <p>Our next steps are to begin creating and utilizing formative assessment data to guide instructional decisions. Create for 2014-2015 school year a schedule with weekly PLC times during the school day and build the rest of the schedule around these times.</p>
	Task Completed:	01/31/2014
Implement	Percent Task Complete:	Tasks completed: 4 of 6 (67%)
Indicator	DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.(3165)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/08/2013
	Evidence:	We presently house both EC Cares preschool and Head Start in our building. We currently meet with both preschools for transition meetings. We also hold Kindergarten registration in the Spring and have an open house before Kindergarten opens in the fall. For our students leaving 6th grade to go to the Jr/Sr high we have a visitation day in the Spring and the teachers meet regarding students and share information and data before school begins in the fall. Teachers at our school discuss college and higher education with their students and

		encourage each student to start planning for college. We also have a college savings plan program that is partnered with the local credit union.
Indicator	DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/08/2013
	Evidence:	OES has a leadership team that meets quarterly, a SPED team that meets monthly, a Child Study Team that meets a least twice a month, and a Counseling Administrative Team that meets weekly to discuss student needs, programs and services that are available to improve student learning. We coordinate with the Family Resource Center for additional community programs such as parenting classes, social services, and community organizations like Kiwanis and local church groups.

Comprehensive Achievement Indicators

Educator Effectiveness

Indicator	EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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 are working towards increasing our PLC time. Our current schedule is impacting our time available to meet.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>By June 2016: PLC meetings will be in place weekly and attended by all teachers. A schoolwide instructional planning template will be used to guide instructional goals.</p> <p>By June 2014: A school wide planning template will be adopted. At least one PLC meeting per month will be used to collaboratively plan for instruction. While we will begin working on this indicator as part of the planned work we are doing. We will not create any tasks during this year and will defer it until the 2014-2015 school year.</p>	
	Target Date:	06/09/2014	

Indicator	EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)		
Status	Tasks completed: 4 of 7 (57%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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 are in the process of choosing instructional strategies that will have the largest impact on teaching and learning. Our PLC groups are identifying programs and practices that will become goal areas for our school.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>June 2016: We will have vibrant instructional core programs in language arts and math that meet the needs of at least 80% of our students. Teachers will be using instructional strategies and initiatives that address the learning needs of all students. For students in need of additional instruction (remediation or enrichment), we will have supplemental supports that are evidence-based and assist their academic growth.</p> <p>June 2014: We will have successful implementation of our core reading program (Success for All). All teachers will be implementing the key strategies included in the program. Teachers will supplement the reading program as needed to provide a more robust language arts experience. In the area of math, teachers will align instruction to state standards according to grade level curriculum maps.</p>	
	Target Date:	10/11/2013	
	Tasks:		
	1. Grade level teams will meet to complete instructional units in the area of math.		
	Assigned to:	Laura Jacobsma	
	Added date:	04/16/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	twice a year	
	Comments:	This task is complete.	
	Task Completed:	05/30/2013	
	2. Grade level PLC's will meet to review the CCSS curriculum maps and pacing guides provided by ODE.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	09/05/2013	
	Comments:	This task is completed.	
	Task Completed:	05/30/2013	
	3. Teachers will be provided with an additional work day to prepare instructional units in math.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	09/05/2013	

	Comments:	This task is completed.
	Task Completed:	04/26/2013
	4. Principal will attend Success for All New Leaders conference to gain additional information on research-based instructional strategies.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	09/27/2013
	Comments:	Due to scheduling conflicts the principal was not able to attend. There is a SFA conference in February 2014 that a team of teachers and the principal are planning to attend.
	5. Principal will conduct regular walk-through observations in all classrooms and provide specific feedback regarding implementation of core curriculum and key strategies.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	10/31/2013
	Frequency:	weekly
	Comments:	Regular walk throughs are taking place with observations and feedback regarding implementation of core curriculum and key strategies. The principal is being trained to use the iwalk observation tool.
	Task Completed:	09/09/2013
	6. The leadership team will complete the CCSS Needs Assessment.	
	Assigned to:	Stephanie Lucachick
	Added date:	04/24/2013
	Target Completion Date:	12/20/2013
	Comments:	
	7. Five staff members will be trained in Skillful Teacher (Saphier). This will take place over six day in Winter/Spring 2014. These staff members will then use trainer of trainers model to increase the quality and quantity of learning time, strenghten the core academic program and use strategies grounded in evidence based practices.	
	Assigned to:	Tamara Skordahl
	Added date:	02/12/2014
	Target Completion Date:	09/26/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 4 of 7 (57%)
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	We have PLC groups in place that meet weekly. A leadership team meets quarterly to review data on achievement and behavior. Our district professional development plan includes PLC days focused on CCSS, assessments, instructional planning and data analysis. Teachers have attended workshops related to these topics. Our elementary school staff will attend the DuFour Conference in October 2013 in order to refine and strengthen our PLC groups.

Indicator	EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)		
Status	Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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 a strong data team and assessment plan but we need more time to address the curriculum and strategies that will impact classroom changes that need to take place.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	June 2016: Instructional teams will be using a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. This data will include benchmarking measures, progress monitoring measures, classroom formative and summative assessments, schoolwide behavior data, and state assessments. Instructional teams will use data to make necessary changes to curriculum and instruction. June 2014: We will be using our newly developed curriculum maps and be using them to change curriculum and instructional strategies. We will meet at least once a month in our PLC groups to review and revise our maps.	
	Target Date:	11/29/2013	
	Tasks:		
	1. Meet in PLC groups to review reading and math data and curriculum maps once a month. Review progress monitoring for strategic and intensive students.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	10/11/2013	
	Comments:	Schedule has been revised to include weekly PLC meetings to review reading and math data, and progress on curriculum maps.	
	Task Completed:	10/28/2013	
	2. See DSC 1.4, task 1		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	10/11/2013	
	Comments:	OES Staff including OES teachers, principal, School Psychologist and School Counselor attended the DuFour Conference.	
	Task Completed:	10/11/2013	
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	
Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning.(3171)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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:	We are in the process of updating our current PBIS structure to include our new counselor and updated curriculum such as Second Steps and The Good Behavior Game.	
Plan	Assigned to:	Kelly McIntyre	
	How it will look when fully met:	<p>By June 2016: All classrooms will be using The Good Behavior Game and Second Steps to set expectations for classroom and school behavior. PBIS will be fully implemented schoolwide.</p> <p>By June 2014: All teachers will be trained in The Good Behavior Game and Second Steps. All classroom rules will be aligned with schoolwide rules and procedures. We will continue to implement PBIS. Group agreements will be in place regarding the referral system and the use of positive reinforcement in all settings.</p> <p>SWIS data is showing a significant reduction in the number of office referrals. Our school counselor has been instrumental in planning PRIDE activities that are tied to positive behavior goals. A cadre of teachers are participating in The Skillful Teacher trainings through Springfield school district. We will use train the trainer model in 2014 - 2015 to train all staff in The Skillful Teacher strategies. EBISS and staff meetings will continue to evaluate the effectiveness of the PBIS program.</p>	
	Target Date:	03/20/2014	
	Tasks:		
	0. Four teachers and the principal will attend The Skillful Teacher training and bring the information back to the whole school using a train the trainer model.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/04/2014	
	Target Completion Date:	05/28/2015	
	Comments:		
	1. Finish trainings in The Good Behavior Game and Second Steps.		
	Assigned to:	Kelly McIntyre	
	Added date:	04/16/2013	
	Target Completion Date:	03/20/2014	
	Comments:	This task is complete.	
	Task Completed:	10/03/2013	
	2. A meeting will be held to create group agreements for the referral process and use of positive reinforcement.		
	Assigned to:	Kelly McIntyre	
	Added date:	04/16/2013	
	Target Completion Date:	08/12/2013	
	Comments:	This task is complete. August 28, 2013.	
	Task Completed:	08/28/2013	
	3. Classroom walk throughs counting positive to negative interactions will occur once a month.		

	Assigned to:	Kelly McIntyre
	Added date:	04/16/2013
	Target Completion Date:	10/11/2013
	Frequency:	monthly
	Comments:	At the Dec. 6th staff meeting this will be introduced and implementation will take place beginning in January 2014.

Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
Indicator	EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/08/2013
	Evidence:	By July 1, 2013 OES will have educator evaluations and support systems that incorporate the elements of Oregon's framework of educator effectiveness in place.

Comprehensive Achievement Indicators

Family and Community Involvement

Indicator	FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	Monthly newsletters go home with all students. Newsletters are on the website. 99% of parents attend conferences. Yearly events such as the fall carnival, title informational dinner, open house, parent nights four times each year. Easy access to teachers and principal. Emails on website and posted in newsletters. Positive feedback on parent surveys.
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	Our school has a close relationship with the forest service, local churches and banks, the state police, the fish hatchery, Watershed Council, Kiwanis Club, Willamette Pass Ski Resort, as well as local farms. We are involved with all community groups in the Oakridge Community.
Indicator	FC3.3 - The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	All key documents are reviewed at the September Board Meeting. Site Council annually reviews all key documents. Teachers are provided copies at staff meetings, and their ongoing feedback is solicited.

Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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 started surveying families to find out what they would like more information on. Using these surveys, we had one parent night on high school graduation requirements during the 2013 school year. We would like to begin offering these on a quarterly basis. We have started sending home progress monitoring and benchmark data to increase parent awareness of student achievement. However, we do not have a coordinated system for sending home information that is consistent. Parents have access to Jupiter Grades, our on-line grading system. They have access to our email addresses. However, finding these on our website is time consuming. Therefore, we would like to add this to our Pocket Curriculum/Curriculum of the Home brochures for ease of use.	
Plan	Assigned to:	Kelly McIntyre	
	How it will look when fully met:	By 2016: We will hold quarterly (4) family support events, where we will work with parents to support their children's learning. In addition to our annual Meet and Greet, we will have a curriculum night during the first quarter. We will have a community resource brochure available for parents, that explains what resources are available within our community to help them support their child's learning. By 2014: We will have two family activities where we will work with parents to support their children's learning. One will be a curriculum night, and the other will be decided using the survey we sent to parents (about their needs) during the 2013 school year. Together with the family resource center, we will create a community resource brochure.	
	Target Date:	06/28/2013	
	Tasks:		
	1. We will meet with our Family Resource Center to discuss creating a community resource brochure, which will be available no later than June 2014.		
	Assigned to:	Kelly McIntyre	
	Added date:	04/16/2013	
	Target Completion Date:	09/18/2013	
	Comments:	School counselor is in the process of setting a meeting date with the FRC coordinator.	
	2. Using the results from our parent survey we will plan for one additional family support meeting, to be held by May 2014.		
	Assigned to:	Kelly McIntyre	
	Added date:	04/16/2013	
	Target Completion Date:	09/20/2013	
	Comments:	This task is complete. The meeting introduced our PBIS system and bully prevention policies. An additional meeting is planned for Spring	

		2014.
		We have added an additional meeting on Feb. 26th to introduce parents to the Smarter Balanced assessment.
	Task Completed:	10/08/2013
	3. We will have a staff meeting to discuss where we will add a curriculum night.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	08/30/2013
	Comments:	Task is complete. Curriculum night was held Sept. 26th.
	Task Completed:	09/26/2013
	5. We will hold a curriculum night, where we discuss curriculum, learning standards, behavioral expectations for students, and learning goals with families.	
	Assigned to:	Tamara Skordahl
	Added date:	06/03/2013
	Target Completion Date:	06/30/2014
	Comments:	Task complete.
	Task Completed:	09/26/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	We host monthly assemblies and opportunities for families to participate at the school in a meaningful way. We advertise for volunteers in our monthly newsletter.
Indicator	FC3.6 - School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	We have parents on site council, on the school board, PTSO, and budget committee. School district offers yearly trainings to the school board members on budget and policy making.
Indicator	FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 04/16/2013
	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 offered a parent night to share graduation requirements.
Plan	Assigned to:	Tamara Skordahl

	How it will look when fully met:	By June 2016: We will have a system in place that will involve parents and students in setting student goals and preparing the student for secondary, post-secondary education and careers. Information will be provided during our annual curriculum night and during parent-teacher conferences for parents and students to set realistic student goals based on assessment data. June 2014: We will not address this indicator during the 2013-2014 school year.
	Target Date:	06/09/2014
Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	Newsletters, parent teacher conferences, school board meetings, email and texting, phone calls, jupiter grades, site council, parent nights. We will continue with these activities.
Comprehensive Achievement Indicators		
Teaching and Learning		
Indicator	TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	Our staff has been involved in this process all year. We expect to have full alignment by Fall 2013.

Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)		
Status	Tasks completed: 5 of 5 (100%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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:	School report cards at the lower levels are aligned to state standards K-2. Upper levels 3-6 are in the process of modifying their report card to align with state standards.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>June 2016: Grades K through 6 will have a system in place for assessing and monitoring student achievement relative to state standards. Parents will receive report cards quarterly that document student achievement toward state standards. All instruction and assessments will be aligned with grade level standards. EBIS team will review and evaluate student achievement data and make recommendations about intervention and enrichment needs.</p> <p>June 2014: Parents of students in grades K through 2 will receive report cards quarterly that document student achievement toward state standards. All instruction and assessments will be aligned with grade level standards. Teachers of grades 3 through 6 will work to create report cards that align with state standards, which will be implemented in September 2014. EBIS team will review and evaluate student achievement data and make recommendations about intervention and enrichment needs.</p> <p>Progress is being made towards the intermediate grades report card being aligned with the CCSS. The 3-6 grade teams are meeting and looking at other district report cards in order to design one that will fit our district. This report card will be entered into eschool so that parents can see student progress online.</p>	
	Target Date:	09/19/2014	
	Tasks:		
	1. Grade level teams will have updated report cards that are aligned with the CCSS ready for the first grading period in the 2014-2015 school year.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	10/03/2014	
	Comments:	Principal has meet with district administration and a plan is in place to have all grade levels use eschool to record assignments and create report cards by August 2014.	
	Task Completed:	10/03/2013	
	2. Grade level teams will continue working toward aligning instruction and assessments to common core state standards.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	

	Target Completion Date:	06/14/2013
	Frequency:	twice a year
	Comments:	Additional professional development days have been scheduled to continue to align instruction and assessments to the CCSS.
	Task Completed:	06/05/2013
3. Teachers will meet to discuss possible report card formats.		
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	11/29/2013
	Comments:	Report card format was determined by the district adoption of the eschool system.
	Task Completed:	09/09/2013
4. See indicator DSC 1.4, task 2.		
	Assigned to:	Stephanie Lucachick
	Added date:	04/16/2013
	Target Completion Date:	05/31/2013
	Comments:	This task is complete.
	Task Completed:	05/30/2013
5. Teachers will continue to review, complete, and/or update their CCSS curriculum maps and guides which we started creating during the 2012-2013 school year.		
	Assigned to:	Tamara Skordahl
	Added date:	04/24/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	Additional work days have been added to the calendar (monthly) to review curriculum maps, plan for instruction, review data, and update pacing plans.
	Task Completed:	09/09/2013
Implement	Percent Task Complete:	Tasks completed: 5 of 5 (100%)
Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	Assessments that are aligned to standards are given quarterly. EasyCBM, classroom assessments and Success for All. These assessments help us make instructional decisions for interventions at the classroom and small group level.
Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/16/2013
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Assessment data is used to plan and deliver standards based instruction. Due to increased class size and reduced number of staff members differentiation of curriculum in day to day lessons can be challenging.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: All teachers will use benchmark, progress monitoring, and classroom test data to plan and deliver differentiated, standards-based instruction. These data will be reviewed quarterly in EBIS and PLC meetings using quarterly classroom assessment summaries. Principal will use walk-through observations to monitor and provide feedback on differentiated instruction in use in classrooms. June 2014: We have chosen to defer work on this indicator until the 2014-2015 school year.
	Target Date:	06/09/2014
	Tasks:	
	0. Create a schedule for 2014-2015 school year for teachers to meet in grade level teams to continue developing common formative assessments, analyze student learning and improve lesson planning procedures.	
	Assigned to:	Tamara Skordahl
	Added date:	04/04/2014
	Target Completion Date:	08/29/2014
	Comments:	
	0. All teachers will receive training on progress monitoring and data analysis using EasyCBM, and additional school assessments (SRI, Roots, etc..)	
	Assigned to:	Stephanie Lucachick
	Added date:	04/04/2014
	Target Completion Date:	06/05/2014
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Comprehensive Achievement Indicators		
Technical and Adaptive Leadership		
Indicator	LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	A strong leadership team is in place (EBISS). Members of the team work on school improvement, PBIS, Site Council, PLC groups and grade level teams.

Indicator	LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. (3186)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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:	A teacher evaluation system is in place but is being updated to reflect the changes mandated by SB290.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	June 2016: New SB290 teacher evaluation process will be fully implemented. Classroom observations and other observations of teacher behaviors will be aligned with evaluation criteria and professional development needs. June 2014: New SB290 teacher evaluation process will be fully implemented. Classroom observations and other observations of teacher behaviors will be aligned with evaluation criteria and professional development needs.	
	Target Date:	06/09/2014	
	Tasks:		
	1. District leadership will present information about the new licensed evaluation process.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	06/12/2013	
	Comments:	Task is complete.	
	Task Completed:	09/09/2013	
	2. District leadership will review evaluation system and assist teachers to set appropriate student and professional learning goals.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	08/29/2013	
	Comments:	Task is complete.	
	Task Completed:	09/26/2013	
	3. Principal will set up a schedule for conducting teacher observations to ensure they are aligned with evaluation criteria and professional development needs.		
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:	08/29/2013	
	Comments:	Principal is conducting teacher observations and working with Mike Donnelly to create a schedule for teacher observation and feedback that aligns with Oakridge's teacher evaluation criteria.	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)		

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013	
	Evidence:	We have established team structures with clear and specific duties. EBISS, CAT, PLC groups etc...	
Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013	
	Evidence:	We have one administrator at the elementary level, and only two administrators district-wide. We have the proper authority to make necessary decisions that result in increased learning outcomes. There is no other authority.	
Indicator	LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013	
	Evidence:	All staff members participate in weekly PLC meetings that stress the importance of a shared vision and learning goals for all students. Our reading curriculum includes texts that address many cultures and ethnic backgrounds. Social studies covers topics from multiple perspectives. Lane Arts Council provides assemblies that incorporate artists of various abilities and backgrounds.	
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)		
Status	Tasks completed: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 04/16/2013	
	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 school leadership would like additional professional development opportunities in order to guide direct and motivate the staff.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: Principal will have adequate time and resources to guide, direct and motivate staff towards increased student achievement. By June 2014: Principal will attend professional learning opportunities and network with other administrators to gain additional resources to guide, direct and motivate staff towards increased student achievement.	
	Target Date:	06/30/2014	
	Tasks:		
		1. The principal will attend the Success for All new leaders conference to gain additional information on successful implementation strategies.	
	Assigned to:	Tamara Skordahl	
	Added date:	04/16/2013	
	Target Completion Date:		

	Target Completion Date:	02/19/2014
	Comments:	Due to scheduling conflicts the principal was not able to attend this conference. A team of teachers and the principal are planning to attend the SFA conference in February 2014.
2. Please see indicator DSC 1.4, task 4		
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	10/07/2013
	Comments:	Task is complete.
	Task Completed:	09/09/2013
3. The school administrator and Leadership Coach will complete all levels of the Administrator Toolkit.		
	Assigned to:	Tamara Skordahl
	Added date:	04/24/2013
	Target Completion Date:	06/30/2014
	Comments:	In progress at this time.
4. The administrator and Leadership Coach will collaboratively study and apply the following tool to functions associated with school improvement efforts: School Turnarounds: Actions and Results.		
	Assigned to:	Joyce Johnson
	Added date:	04/24/2013
	Target Completion Date:	09/30/2013
	Comments:	In progress at this time.
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)
Indicator	LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	We have no teachers that are not highly qualified. No teachers will be hired in the future that are not highly qualified.
Indicator	LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/16/2013
	Evidence:	We have no teachers that are not highly qualified. We have no plans to hire new staff.
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)	
Status	Objective Met 11/7/2013	
Assessment	Level of Development:	Initial: No development or Implementation 04/16/2013
		Objective Met - 11/07/2013
		Will include in plan
	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 not done this in the past, but would like to do so moving forward.
Plan	Assigned to:	Stephanie Lucachick
	How it will look when fully met:	June 2016: The school improvement plan will be evaluated annually, and the EBIS team will look at the plan to document progress quarterly. June 2014: The school improvement plan will be evaluated annually, and the EBIS team will look at the plan to document progress quarterly.
	Target Date:	04/30/2014
	Tasks:	
	1. Establish a date to review the school improvement plan.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	10/11/2013
	Comments:	The Comprehensive Achievement Plan (school improvement plan) was evaluated November 7, 2013. The annual review will continue to take place at the Fall EBISS meeting.
	Task Completed:	11/07/2013
	2. Invite key stakeholders to the meeting to review our school improvement plan. Publish date in local newspaper and post on district website.	
	Assigned to:	Tamara Skordahl
	Added date:	04/16/2013
	Target Completion Date:	10/11/2013
	Comments:	Key stakeholders were invited to the November 2013 Site Council to review the CAP (school improvement plan). Site Council dates are posted in the school newsletter.
	Task Completed:	11/04/2013
	3. See indicator DSC 1.4, task 2.	
	Assigned to:	Stephanie Lucachick
	Added date:	04/16/2013
	Target Completion Date:	05/31/2013
	Comments:	Task completed see DSC 1.4, task 2.
	Task Completed:	05/30/2013
Implement	Percent Task Complete:	
	Objective Met:	11/7/2013
	Experience:	11/7/2013 We met as a leadership team and determined dates for our EBISS team meetings. We decided to review the CAP every fall.
	Sustain:	11/7/2013 We need to continue to set meeting dates in the Spring for the following year that will continue to include the review of the CAP. Site Council meetings need to include a review of the CAP.
	Evidence:	11/7/2013 Our leadership team has reviewed the plan as evidenced by meeting minutes and CAP plan comments.
Indicator	LDR5.10 - School leadership facilitates a needs assessment based on student achievement and	

Indicator	the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 04/16/2013
	Explain why not a Priority or Interest:	We are focusing our efforts on other indicators this year.

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.

4/24/2014

Oakridge Elementary School NCES - 410915000635

Oakridge SD 76

School Improvement Indicators

Key Indicators are shown in RED.

ESEA Category: Technical and Adaptive Leadership

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While we have an official team structure, we lack parent participation on that team. We are attempting to increase capacity on these teams.	
Plan	Assigned to:	Not yet assigned	
Indicator	ID02 - All teams have written statements of purpose and by-laws for their operation.(37)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	We currently have norms of professional conduct for our teams, but our purpose is known and implied, not formally stated.	
Plan	Assigned to:	Not yet assigned	
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 09/04/2012	
	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 created an annual plan; however, we are not referencing it at each meeting and members are not always aware where we are in terms of annual implementation.	
Plan	Assigned to:	Not yet assigned	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012	
	Evidence:	See team members for agendas. Each team has a team leader who has these.	
Indicator	ID05 - All teams maintain official minutes of their meetings.(40)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	Some groups are keeping formal minutes, other groups are not. Some teams are so small in size (2 members) it doesn't lend itself to minute taking.	
Plan	Assigned to:	Not yet assigned	
Indicator	ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	The principal maintains minutes for some committees, not others. Site Council and EBISS minutes are on file with Principal.	
Plan	Assigned to:	Not yet assigned	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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 current 4-day week and lack of funding has made meeting difficult. We suspect we would see increased student achievement if we met more often. We are currently meeting 1 day per month or every other month for a longer period of time (4-8 hours).	
Plan	Assigned to:	Not yet assigned	
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	

	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 done this in the past. Last year this dropped off.	
Plan	Assigned to:	Not yet assigned	
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 09/04/2012	
	Evidence:	The leadership team discusses all of these areas and assists with school decision making.	
Indicator	ID10 - The 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: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	Data distribution is currently centralized. There is a need to involve more people in discussion of data. We are also not having an adequate number of meetings to have these discussions. We need more time to do this.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By 2016, the leadership team will meet quarterly to evaluate performance data in all core areas. They will then use this data to make recommendations about professional development needs. This year (2012-2013), the leadership team will meet quarterly to evaluate performance data in the areas of reading and mathematics. The principal will present aggregated classroom observational data at that meeting. The team will then consider performance data and classroom observation data and prioritize school improvement and professional development needs in the upcoming quarter. These will be delivered at the monthly PLC meeting devoted to professional development.	
	Target Date:	02/25/2013	
	Tasks:		
	1. The principal will create a system for aggregating classroom observational data in the areas of reading and math for review by the leadership team.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/02/2012	
	Target Completion Date:	12/20/2012	
	Comments:	We have a system for aggregating observational data in the area of reading. However, we do not have anything for math at this time.	

	2. The leadership team will establish a meeting schedule in the months of November, January, April, and June to evaluate performance and observation data.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013
	Comments:	November 6, 2012 February 7, 2013 April 18, 2013 May 31, 2013
	Task Completed:	02/07/2013
	3. We will adopt an assessment system (easyCBM) to gather data in the areas of reading, vocabulary, and mathematics. This assessment system will be administered no less than three times per year.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	10/01/2012
	Comments:	Updated to Easy CBM from Easy CBM lite. New system was used for Winter benchmarking.
	Task Completed:	01/07/2013
	4. We will create an assessment schedule (using easyCBM) to gather benchmark and progress monitoring data.	
	Assigned to:	Stephanie Lucachick
	Added date:	10/16/2012
	Target Completion Date:	11/01/2012
	Comments:	Assessment schedule is now a hard copy and has been distributed to teachers.
	Task Completed:	02/12/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
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 09/04/2012
	Evidence:	These teams meet every Tuesday.
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 09/04/2012
	Evidence:	These teams meet every Tuesday for 50 minutes.
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: No development or Implementation 09/04/2012
	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

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All of the days devoted to this have been removed. We have staff who have changed assignments. This is vital work that we are not able to get to.	
Plan	Assigned to:	Not yet assigned	
Indicator	ID14 - The leadership team ensures that revisions of school-level plan are completed and that staff, district personnel, and community stakeholders have been informed of any changes.(2890)		
Status	Tasks completed: 2 of 6 (33%)		
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 attempt to do this via site council. However, attendance at these events is limited.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: The leadership team will meet quarterly to review the school-level plan. They will document changes and completion of tasks within the Indistar system. The annual plan will be distributed to staff, site council, and community stakeholders each Fall at a variety of meetings (Annual Title Meeting, September Site Council Meeting, Back-to-School Staff Meeting, Open House, November & April Conferences). A copy of the plan will be posted on the school website. By June 2013: We will share our approved school-level plan with our community stakeholders, staff, and families. The plan will be posted to our school website when finalized.	
	Target Date:	06/13/2013	
	Tasks:		
	1. We will set the schedule to review the school-level plan with our site council (quarterly). Tentative dates for review include March, May, and June.		
	Assigned to:	Tamara Skordahl	
	Added date:	12/14/2012	
	Target Completion Date:	06/12/2013	
	Comments:		
	Task Completed:	05/14/2013	
	2. We will set aside a portion of each quarterly Leadership meeting to review progress on our school-level plan, and document those changes within the Indistar system.		
	Assigned to:	Tamara Skordahl	
	Added date:	12/14/2012	
	Target Completion Date:	06/12/2013	
	Comments:		
	Task Completed:	05/31/2013	
	3. We will post a copy of our school-level plan to our school website, replacing it with an updated/revised copy no less than quarterly (if needed).		
	Assigned to:	Tamara Skordahl	

	Added date:	12/14/2012
	Target Completion Date:	04/30/2013
	Comments:	
	4. We will have copies of this year's school level plan available at our April parent/teacher conferences. (We currently have 99% of our families attend).	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	04/30/2013
	Comments:	
	5. The Principal will provide a copy of the finalized school-level plan to the School Board and Superintendent at the April School Board Meeting.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	04/30/2013
	Comments:	
	6. The leadership team will begin meeting in April to re-assess our progress using the Indistar system and creating our 2013-2014 school-level plan.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	04/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 6 (33%)
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: 2 of 4 (50%)	
Assessment	Level of Development:	Initial: No development or Implementation 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:	We cannot get parents to attend these events.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: We will have a School Community Council, consisting of no less than 7 parents (one representing each grade) who reflect the student population demographics. This group will meet monthly to consider academic and social governance of the school. By June 2013: We will recruit at least 4 parents and/or guardians for our School Community Council, which meets monthly to consider academic and social governance of the school.
	Target Date:	06/12/2013
	Tasks:	
	1. We will survey our parents and move the School Community Council meetings to a time that will maximize participation.	

	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	11/01/2012
	Comments:	
	2. We will hire a staff member to provide childcare for all of our families who would like to participate in our School Community Council.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	01/30/2013
	Comments:	
	3. We will establish a meeting schedule for the remaining school year to increase participation.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	12/30/2012
	Comments:	
	Task Completed:	05/31/2013
	5. We will post the School Community Council agenda at least two weeks prior in the school newsletter and on the web in an effort to increase interest and participation.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	01/30/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	The School Community Council meets monthly. Minutes of each meeting are kept by the teacher School Community Council teacher representative. The minutes are submitted to the district for posting on the website. The agenda for the next (upcoming) meeting is also generated by the School Community Council teacher representative at the end of each meeting.

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: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our mission is clear to everyone. We are unclear if all groups have short and long term goals. We would like to work on sharing and conveying this to everyone.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: We will have our mission statement clearly posted in a place where all students, staff, family, and community stakeholders can see it. We will create a list of each group/committee that meets at the school and create a clearly defined list of both short and long term goals for each of these groups. By June 2013: We will have our mission statement clearly posted in a place where all students, staff, family, and community stakeholders can see it. We will create a list of each group/committee that meets at the school and create a clearly defined list of both short and long term goals for each of these groups.	
	Target Date:	06/12/2013	
	Tasks:		
	1. A banner with our mission statement was ordered for the front of the school to share our agreed upon mission statement.		
	Assigned to:	Tina Maher	
	Added date:	10/16/2012	
	Target Completion Date:	10/01/2012	
	Comments:		
	Task Completed:	10/31/2012	
	2. We will create short and long term goals for our School Community Council, EBIS team, and PLC groups.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	02/28/2013	
	Comments:		
	Task Completed:	05/31/2013	
	3. The short and long term goals for all of our groups and committees will be posted and shared with all school community stakeholders.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	03/30/2013	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
Indicator	IE02 - The principal develops the leadership capacity of others in the school.(53)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012
	Evidence:	We have licensed administrators employed as teachers in our building. They cover for the principal when she is away. The principal encourages participation on the leadership team and supports staff interested in taking on leadership responsibilities.
Indicator	IE05 - The principal participates actively with the school's teams. (56)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012
	Evidence:	Principal regularly attends all meetings.
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 09/14/2012
	Evidence:	She observes in the classrooms and gives feedback to staff. She evaluates lesson plans. She reviews testing results with our staff. She is a member of all of our instructional teams. She presents opportunities for professional development.
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	She engages in regular classroom observations. She has us turn in weekly lesson plans. She is part of our instructional committees.
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 09/04/2012
	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 acknowledge successes on a limited basis. This hasn't been part of our school culture.
Plan	Assigned to:	Not yet assigned
Indicator	IE12 - The principal personally engages parents and the community in the improvement process. (63)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 09/04/2012
	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

	Opportunity Score:		current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We haven't done this. The improvement process has changed lately, and staff isn't entirely clear on the process. We would like to engage our families, but need more time to understand this. We also need some professional development on how to do this.	
Plan	Assigned to:	Not yet assigned	
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 09/04/2012	
	Evidence:	We have a parent survey that goes home each year. Staff have a board in the staff room for concerns and/or comments to be discussed at a staff meeting. Staff indicate they feel very comfortable talking to the leadership of the school when they have concerns or need assistance.	
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 09/14/2012	
	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 Open House and Read Across America doing this. We need to commit to more of these types of activities. Limited funding has impacted the presence of these activities.	
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: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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 occurs during conferences two times per year.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: We will have an established system for collecting information on student mastery of the Common Core State Standards. Progress in meeting these learning standards will be conveyed to parents no less than two times per year (at parent conferences) where staff can discuss parents' role in their children's school success. By June 2013: We will begin discussing mastery of learning standards with our parents at our April conferences. We will work to create a tracking system which will identify the students' mastery of the Common Core State Standards in Reading and Mathematics.	
	Target Date:	06/12/2013	
	Tasks:		
	1. We will create a system for tracking mastery of the Common Core State Standards which our teachers can use in their daily tracking of student mastery. These will be shared with parents no less than two times per year.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	06/12/2013	
	Comments:	We have this for grades K-2. Some other grades have pieces of this.	
	3. We begin to revise our "Parent Pocket Curriculum" fliers (currently giving information on each set grade-appropriate standards and how parents can support learning). These are currently distributed annually, but contain the Oregon Benchmarks as opposed to the CCSS.		
	Assigned to:	Tamara Skordahl	
	Added date:	12/14/2012	
	Target Completion Date:	06/13/2013	
	Comments:		
	Task Completed:	05/31/2013	
	4. We will provide our parents with written mastery the CCSS that their children have mastered as a supplement to our report cards.		
	Assigned to:	Tamara Skordahl	
	Added date:	12/14/2012	
	Target Completion Date:	02/28/2013	
	Comments:		
	5. We will add a column discussing grade-appropriate learning standards to our monthly newsletter.		
	Assigned to:	Tamara Skordahl	

	Added date:	12/14/2012
	Target Completion Date:	02/28/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	This is in our monthly newsletter. Teachers also included this in their newsletters (also on our website). We have an on-line grading system that does this as well.
Indicator	IG06 - Parents receive practical guidance to encourage their children's regular reading habits at home.(80)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	We have a weekly program (read and respond) that includes nightly reading guidelines.
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: No development or Implementation 09/14/2012
	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 model and encourage strategies for students who are not demonstrating these behaviors at school. We meet individually with parents and families as needed.
Plan	Assigned to:	Not yet assigned
Indicator	IG08 - Parents are given opportunities to meet with each other to share their child-rearing concerns and successes.(82)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	Our family resource center has classes and open support times available.
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 09/14/2012
	Evidence:	Conferences occur two times per year. At our conferences, we discuss both student progress in class and completion of homework, which includes home-based reading logs at each grade. We have an open door policy, with parents dropping in as needed or requested.

		<p>We post all teacher email addresses and phone numbers on our school website.</p> <p>This is a very small community, and teachers are accessible to parents on a regular basis, as nearly all of our staff lives in Oakridge.</p> <p>Between the hours of 3 and 4 our teachers are available to meet with parents as needed.</p>
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	Teachers are given the compact each year to send home to parents. We have copies available at our Parent/Teacher conferences. We review our Compact at our annual teacher workday, and discuss the need for revisions. All parents sign the compacts and return them to teachers. Our teachers maintain signed copies of compacts for each of their students, sending home additional copies or calling home if they are not returned. Students are present to review the compact at conferences. Students, parents, teachers, and the Principal all sign the compact.
Indicator	IG11 - The student report card shows the student's progress in meeting learning standards.(86)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our report card does not address this. We are interested in moving toward a system that does this.
Plan	Assigned to:	Not yet assigned
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	21st Century grant supports our after school program and we have a family resource center. This program assists with the curriculum of the home. We are using 10% of our Title 1 funds to provide staff development in areas where we have noted gaps or deficits according to our CPPT self-assessment. Our remaining Title 1 funds are used to address academic deficits our students demonstrate through tutoring and RTI programs.
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 08/16/2012

Evidence:

A verbal report is given to the school board and superintendent on a monthly basis. Board minutes are posted on district website.

ESEA Category: Educator Effectiveness

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is done on an individual basis. Given the size of our school, it is more challenging to do this on a school-wide basis.	
Plan	Assigned to:	Not yet assigned	
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	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	Explain why not a Priority or Interest:	We are a very small school. Professional development needs are expressed on an individual basis.	
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 09/14/2012	
	Evidence:	Following professional development, the principal observes staff and gives feedback regarding mastery and implementation of new strategies.	
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	Explain why not a Priority or Interest:	We would like to move to this, but interest is low at this time.	
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 09/14/2012	
	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 done this with PBISs, but have not done this in other areas. We are unclear as to whether this would improve practice.	
Plan	Assigned to:		

Plan	Assigned to:	Not yet assigned	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This has not been a part of our school culture. We would like to begin working on it.	
Plan	Assigned to:	Not yet assigned	
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: No development or Implementation 09/14/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This happens with group professional development. However, we don't have any individualized professional development that we are engaging in.	
Plan	Assigned to:	Not yet assigned	
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: 4 of 4 (100%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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 considered by our administrator, but is not included in a formal way.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: All staff will have a shared understanding of the key indicators of effective teaching. They will exhibit these characteristics in their daily practice. Our administrator will conduct regular classroom observations to assess strengths and areas in need of improvement. This data will be aggregated and shared with the Leadership Team, so they can work with our administrator to create meaningful, regular professional development aimed at improving instructional practice. By June 2013: All staff will have a shared understanding of the key indicators of effective teaching. We will identify strategies and practices	

		that will increase rigor, relevance, and relationships with our students in an effort to increase academic achievement in the areas of reading and mathematics.
	Target Date:	06/12/2013
	Tasks:	
	1. We will create a shared understanding of what rigor and engagement looks like in our classrooms.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	11/30/2012
	Comments:	
	Task Completed:	12/14/2012
	2. We will receive professional development on techniques and practices to increase engagement and rigor in the classroom.	
	Assigned to:	Joyce Smith-Johnson
	Added date:	10/16/2012
	Target Completion Date:	11/30/2012
	Comments:	
	Task Completed:	04/29/2013
	3. We will receive ongoing coaching on ways to increase rigor and engagement in our classrooms via classroom observations and feedback.	
	Assigned to:	Joyce Smith-Johnson & Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	11/30/2012
	Comments:	
	Task Completed:	04/30/2013
	4. Observational data regarding rigor and engagement will be collected by administration, and additional professional development needs will be identified.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	02/28/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 4 of 4 (100%)
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: No development or Implementation 09/14/2012
	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	We have not considered this previously.

	development:	
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: 3 of 3 (100%)	
Assessment	Level of Development:	Initial: Limited Development 09/14/2012
	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 started this process this last year and are actively working toward this goal.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: We will have a rigorous curriculum fully aligned with the Common Core State Standards. From this, teachers will create standards-based objectives and criteria for mastery. By June 2013: We will work to create a rigorous curriculum in the area of mathematics which is aligned with the Common Core State Standards. We will included standards-based objectives and criteria for mastery for each unit of instruction and across grade levels.
	Target Date:	06/12/2013
	Tasks:	
	1. We will establish 1 non-instructional days (selecting from Fridays that both staff and students are off each week) this year where we will align our current mathematics curriculum with the Common Core State Standards.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013
	Comments:	
	Task Completed:	03/31/2013
	2. We will contact the publisher of Math Connects to see if a crosswalk aligning our current curriculum with the Common Core State Standards is available.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	01/30/2013
	Comments:	
	Task Completed:	05/31/2013
	3. We will establish 2 additional days (we are on a 4-day week, thus two Friday non-work days will be selected for these) for staff to work together on creating standards-based objectives and units of instruction.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013

	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)
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 09/14/2012
	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 are working toward this but have not created objectives on the individual student level. Staff may need convincing that this objective is one worth working toward.
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: 3 of 3 (100%)	
Assessment	Level of Development:	Initial: Limited Development 09/04/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While we have had alignment in the past, we have made significant changes in assignments and we are no longer sure this exists at all grades. We currently have regular weekly meetings where this can take place. Additionally, teachers have common prep times to accomplish this.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By 2016: We will have a clearly established scope and sequence for all grade levels which aligns with the Common Core State Standards. We will have alignment among grade levels when more than one teacher is teaching a given grade. Shared assessments to determine mastery will be created. By 2013: We will provide for articulation and alignment of our mathematics curriculum for grades K-6.
	Target Date:	06/12/2013
	Tasks:	
	1. We will have all teachers teaching the same grade level for mathematics align their instruction to cover the agreed upon standards.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	02/28/2013
	Comments:	
	Task Completed:	05/31/2013

	2. We will create a comprehensive articulation between grades k-6 in the area of mathematics which is aligned to the Common Core State Standards.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013
	Comments:	
	Task Completed:	05/31/2013
	3. The Principal will attend the COSA Common Core State Standards Professional Development Workshop to receive professional development on establishing a scope and sequence and system of alignment for our K-6 mathematics curriculum.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	04/30/2013
	Comments:	
	Task Completed:	04/05/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)

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 09/14/2012	
	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:	While we have pre-tests and post-tests for some units, not all units have these. Additionally, even when these are provided not all staff use these.	
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 09/14/2012	
	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 are working toward this.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)		
Status	In Plan / No Tasks Created		

Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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 teams meet to discuss data, but not on every unit.	
Plan	Assigned to:	Not yet assigned	
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: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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 do not have a menu of enhanced learning opportunities for students. We do have additional supports available for students entering with limited pre-skills.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: All core academic areas will create or adopt a series of pre-tests which will identify students in need of support or enhanced learning opportunities. By June 2013: We will adopt and/or create a series of pre-tests to identify students in need of enhanced learning opportunities or support for a given unit of mathematics instruction.	
	Target Date:	06/12/2013	
	Tasks:		
	1. The leadership team will meet to consider pre-tests which will achieve this objective.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	04/30/2013	
	Comments:	Currently at Grade 1 only.	
	2. The instructional teams will meet to choose measures in our existing assessment system (easyCBM) to establish pre-tests and post-tests which will align with our units of instruction and provide data on which students are in need of enhancement and support.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	04/30/2013	
	Comments:		
	3. We will increase our ability to administer web based pre-tests and post-tests by purchasing a classroom set of web-ready devices (laptops or iPads if compatible) which can travel from room to room.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	

	Target Completion Date:	06/12/2014
	Comments:	
	4. We will increase our ability to have all staff administer and evaluate pre-tests which will identify students in need of support or enhanced learning opportunities by securing working computers for all teaching staff.	
	Assigned to:	Tamara Skordahl
	Added date:	10/18/2012
	Target Completion Date:	06/12/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)
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 09/14/2012
	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:	At present teachers feel compelled to continue on with the curriculum. While most would re-teach if all students did not get a concept, we don't have procedures for doing this when only a few students don't comprehend or master a concept.
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 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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:	Science and social studies units have this in place. Math has this to some degree as well.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>By June 2016: We will create rigorous units of academic instruction that will assist students receiving differentiated instruction (target, enhanced, and prerequisite) in meeting the Common Core State Standards. We will administer post-tests to verify that all students are achieving these high expectations. Should they be unable to demonstrate mastery, we will provide additional instructional opportunities to assist them with mastery. Our units of instruction for all core areas will include specific learning activities aligned to CCSS objectives. These units will address the differentiated needs of all students, with emphasis on creating activities for our target, prerequisite, and enhanced groups.</p> <p>By June 2013: We will create rigorous units of academic instruction in the area of mathematics. We will create post-tests and set criteria for demonstrating mastery on these post-tests. We will provide additional instructional opportunities for all students who have yet to demonstrate mastery. These units of instruction will include specific learning activities aligned to objectives in the area of mathematics. These units will specifically address the needs of our prerequisite, target, and enhanced groups.</p>	
	Target Date:	06/12/2013	
	Tasks:		
	1. Instructional teams will meet to create differentiated units and lessons in the area of mathematics. These will be aligned to the CCSS. They will create activity kits for given units which will be available for all staff covering similar instructional units. These kits will include materials and activities that address the needs of our students requiring target, prerequisite, and enhanced instructional opportunities.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	01/30/2013	
	Comments:	Nearly there. Will complete by fall.	
	2. We will purchase mathematics manipulatives and technology (calculators & iPad apps) to provide rigorous differentiated opportunities for our units of mathematics instructions.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	06/12/2013	
	Comments:		
	3. Staff will receive training on using their interactive white boards (Smartboards) and iPads as a way of		

differentiating instruction for students.

Assigned to:	Tamara Skordahl
Added date:	10/18/2012
Target Completion Date:	06/12/2013
Comments:	

4. An inventory of working technology will be compiled (Smartboards, computers, headphones) to determine which resources are available to assist with differentiating curriculum for students. Additional technology will be repaired if needed.

Assigned to:	Tamara Skordahl
Added date:	10/18/2012
Target Completion Date:	02/28/2013
Comments:	

5. Staff will meet to align their units of instruction and supporting activities to the CCSS.

Assigned to:	Tamara Skordahl
Added date:	12/14/2012
Target Completion Date:	12/15/2012
Comments:	

Implement Percent Task Complete: Tasks completed: 0 of 5 (0%)

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 In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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 working toward this. We do not have one person who oversees this. Teachers receive data, but there isn't a system in place to make sure it comes in a timely way.

Plan Assigned to: Not yet assigned

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 In Plan / No Tasks Created

Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	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 been unable to get this.

Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>By June 2016: We will have a central database adopted by the entire district which includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.</p> <p>By June 2013: We will research and identify central databases which will fit our needs. We will secure financial information regarding the cost of adopting a system which will meet our needs.</p>	
	Target Date:	06/12/2013	
Indicator	IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012	
	Evidence:	Last year we created learning goals in the area of math, behavior, reading and writing. We review student data in these areas approximately 5 times per year.	
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 09/04/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have started this process in our PLC groups on Tuesdays. We have progressed further with reading than in math. Unit tests and curriculum measures will be used to do this in the upcoming year.	
Plan	Assigned to:	Stephanie Lucachick	
	How it will look when fully met:	<p>By June 2016: Instructional teams will meet monthly, during the designated PLC time, to review easyCBM (reading comprehension, reading fluency, vocabulary, and mathematics) and Success for All (Scholastic Reading Inventory) learning data and assess the strengths and weaknesses of the curriculum and instructional strategies. Instruction and curricular strategies will be modified and/or altered based on data (RTI).</p> <p>BY June 2013: Instructional teams will meet monthly, during the designated PLC time, to review easyCBM (reading comprehension, reading fluency, vocabulary, and mathematics) and Success for All (Scholastic Reading Inventory) learning data and assess the strengths and weaknesses of the curriculum and instructional strategies. Instruction and curricular strategies will be modified and/or altered based on data (RTI).</p>	
	Target Date:	06/01/2013	
	Tasks:		
	1. Staff will attend a training on how to use easyCBM.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/02/2012	
	Target Completion Date:	10/01/2012	
	Comments:		

	Comments:	Staff met at 3:15.
	Task Completed:	10/01/2012
2. Names of all students will be inputted into the easyCBM system.		
	Assigned to:	Stephanie Lucachick
	Added date:	10/02/2012
	Target Completion Date:	10/12/2012
	Comments:	
3. All staff will administer the mathematics benchmark tests.		
	Assigned to:	Tamara Skordahl
	Added date:	10/02/2012
	Target Completion Date:	10/18/2012
	Comments:	
4. Joyce will meet with all teachers and provide professional development on how to read and understand their data. The group will then create agreements on instructional strategies available based on the students' performance on this measure. Instructional groups will be created at this meeting.		
	Assigned to:	Joyce Smith-Johnson
	Added date:	10/02/2012
	Target Completion Date:	10/30/2012
	Comments:	
5. Staff will winter benchmark all students using easyCBM in reading, vocabulary, and mathematics		
	Assigned to:	Stephanie Lucachick
	Added date:	10/02/2012
	Target Completion Date:	01/10/2013
	Comments:	
6. Staff will begin meeting at least monthly to review all easyCBM data (benchmark for all students and progress monitoring for all students receiving instructional interventions) and Success For All data. Instructional decisions including the grouping of students and the modification of curriculum will be made at these meetings.		
	Assigned to:	Tamara Skordahl
	Added date:	10/02/2012
	Target Completion Date:	02/05/2013
	Comments:	
7. Students in academic interventions will be progress monitored no less than monthly using easyCBM progress monitoring measures.		
	Assigned to:	Stephanie Lucachick
	Added date:	10/02/2012
	Target Completion Date:	06/01/2013
	Comments:	
8. Teachers will input their reading scores that accompany the Success For All system into the SFA Member Center.		
	Assigned to:	Tamara Skordahl
	Added date:	10/02/2012
	Target Completion Date:	11/15/2012

	Comments:	We believe approximately 75% of our teachers are doing this on a regular basis.	
	9. PLC groups will meet weekly and will be structured according to the following schedule: Week 1: Review easyCBM data; Week 2: Review of Success for All data; Week 3: Professional Development (designed to address observed needs with the curriculum and instruction); Week 4: Time for teachers to meet about curriculum and instruction, incorporating strategies from the previous week's PD.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/02/2012	
	Target Completion Date:	03/21/2013	
	Comments:		
	10. A Success for All facilitator will be hired to receive training on how to support the staff with initial training (new staff hired after adoption), fidelity of implementation (all staff), and ongoing support (all staff).		
	Assigned to:	Tamara Skordahl	
	Added date:	10/18/2012	
	Target Completion Date:	06/12/2013	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 10 (10%)	
Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	In reading this is part of our current Success for All system. We do this for spelling as well. We are not yet doing this for mathematics and other academic areas.	
Plan	Assigned to:	Not yet assigned	
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Tasks completed: 3 of 3 (100%)		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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:	Additional time and resources would be helpful to fully meet the instructional needs of all learners in the school. We feel adequate supports are available for our students identified as gifted as well as for those who qualify for Special Education services.	
Plan	Assigned to:	Tamara Skordahl	

	How it will look when fully met:	By June 2016: Instructional teams will use student learning data (easyCBM & OAKS/SmarterBalanced) to identify students in need of instructional support or enhancement. By June 2013: Instructional teams will use student learning data (easyCBM & OAKS) to identify students in need of instructional support or enhancement.
	Target Date:	06/12/2013
	Tasks:	
	1. We will administer the Winter Benchmark in the areas of Math, Reading Fluency, Reading Comprehension, and Vocabulary. This data will be used to identify students in need of additional supports and enrichment.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	01/30/2013
	Comments:	
	Task Completed:	01/31/2013
	2. We will provide training for our staff to administer the easyCBM assessments with fidelity.	
	Assigned to:	Stephanie Lucachick
	Added date:	10/16/2012
	Target Completion Date:	12/15/2012
	Comments:	
	Task Completed:	05/31/2013
	3. We will administer the Spring benchmark assessments in easyCBM (reading fluency, reading comprehension, vocabulary, mathematics) to all students in an effort to identify students in need of additional instructional opportunities (enhancement & support).	
	Assigned to:	Stephanie Lucachick
	Added date:	10/16/2012
	Target Completion Date:	05/31/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)
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 09/14/2012
	Evidence:	The EBISS looks at all data and does a good job identifying the students needing additional assistance.
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 08/16/2012

	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 started this process with the new Common Core State Standards in mathematics. We have cut most of our curriculum days, so getting to this is challenging without additional time to meet. Additional funding is required.	
Plan	Assigned to:	Not yet assigned	
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 09/14/2012	
	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:	While all teachers create weekly lesson plans, they are not currently aligned according to grade level or with the CCSS. We believe doing this would require additional time to meet as teams and as a school.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIIA03 - All teachers use objectives-based pre-tests.(112)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	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:	While some staff members are giving pretests to their students, it is unclear how this then impacts instruction. Additionally, there is concern that the pretests available are not sampling adequately.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIIA04 - All teachers use objectives-based post-tests.(113)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/14/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While all staff uses posttests to some degree, it is unclear how this impacts instructional decision making for students.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.		

Indicator	(114)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most assessments and evaluation is based on mastery of assignments as opposed to mastery of learning objectives. While we suspect that our assignments are close to state benchmarks or CCSS, they are not yet tied to specific learning objectives of this kind.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012	
	Evidence:	We use easyCBM, SRI, DIBELS, Chapter and Unit tests, Spelling pre and post tests, writing assignments, projects & developmental assessments on a regular basis.	
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: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	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:	None.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: All teachers will differentiate instruction and activities in response to student performance on pre-tests and other measures of student learning such as state assessments, easyCBM, and the Scholastic Reading Inventory. By June 2013: All teachers will differentiate instruction and activities in response to student performance on pre-tests and other measures of student learning such as state assessments and easyCBM in the areas of mathematics and reading.	
	Target Date:	06/12/2013	
	Tasks:		
	1. We will adopt a series of agreed upon pre-tests for mathematics (easyCBM) and consider some curriculum based measures within our curriculum which will serve as pre-tests and post-tests to guide instruction.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	04/30/2013	

	Comments:	
	Task Completed:	05/31/2013
	2. We will contract with our Success For All (SFA) point coach to provide our staff with professional development on successfully implementing differentiated lessons with rigor and fidelity, based on individual student need, as evidenced by SFA assessments.	
	Assigned to:	Tamara Skordahl
	Added date:	10/24/2012
	Target Completion Date:	04/30/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
Indicator	IIIA08 - All teachers review the previous lesson.(117)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/14/2012
	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 believe all teachers do this some of the time. While this is built into our programs, we may not be as explicit in doing this as would be helpful.
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 09/14/2012
	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:	Some staff do this on a regular basis. Others have not yet embraced this practice.
Plan	Assigned to:	Not yet assigned
Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics.(120)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/14/2012
	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 believe most staff do this. However, we also recognize that doing this on a regular basis would require a shift in thinking for some of us.
Plan	Assigned to:	

Plan	Assigned to:	Not yet assigned
Indicator	IIIA13 - All teachers explain directly and thoroughly.(122)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/14/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While we believe we are direct with our explanation, we may not be thorough.
Plan	Assigned to:	Not yet assigned
Indicator	IIIA14 - All teachers maintain eye contact.(123)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	This can be observed daily, within classrooms and in non-instructional settings.
Indicator	IIIA16 - All teachers use prompting/cueing.(125)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	This practice is built into our Direct Instruction curriculum and is evident in all of our instruction and interaction with students.
Indicator	IIIA17 - All teachers re-teach when necessary.(126)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/14/2012
	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 limited additional assistants to help us with re-teaching. To accomplish this within core classrooms, without additional assistance and resources would be difficult and require some change and planning.
Plan	Assigned to:	Not yet assigned
Indicator	IIIA19 - All teachers review with questioning.(128)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	This practice can be viewed throughout the school day.
Indicator	IIIA20 - All teachers summarize key concepts.(129)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012
	Evidence:	This can be observed in classrooms.
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 09/14/2012	
	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:	This is built into our reading program. However, we would benefit from additional planning and instruction on using this technique across curricular areas.	
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 09/14/2012	
	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:	This is built into our reading program. We need to expand this practice to all areas.	
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 09/14/2012	
	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 built into our reading and spelling curriculum. We need to expand this to other areas.	
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 09/14/2012	
	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:	Some of our teachers are quite accomplished at doing this. Others are struggling with this.	
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: No development or Implementation 09/14/2012	
	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 not part of our current practice.	
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 09/14/2012	
	Evidence:	This happens throughout the day.	
Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012	
	Evidence:	Observed in daily teaching and interactions with students.	
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 09/14/2012	
	Evidence:	This is a small, connected community. We interact with them throughout the school day and when out and about in the community.	
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 09/14/2012	
	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 not documenting communication with parents on a regular basis. Notes received are kept.	
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	No decision has been made Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/14/2012	
	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 are not currently doing this.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: We will have a system of tracking and reporting mastery of specific standards-based objectives aligned with the Common Core State Standards in the areas of Reading and Mathematics. By June 2013: We will begin creating a system to track mastery of mathematics standards-based objectives aligned with the Common Core State Standards in the area of Mathematics.	
	Target Date:	06/12/2013	
	Tasks:		
	1. We will devote a portion of our April conferences to discussing student mastery of standards-based objectives in the area of mathematics.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	04/30/2013	
	Comments:		
	Task Completed:	04/30/2013	
	2. We will explore the ability to change our school reporting system (Jupiter Grades) to include mastery of standards-based objectives, aligned with the Common Core State Standards, in the area of mathematics.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	11/10/2012	
	Comments:		
	Task Completed:	05/31/2013	
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

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 09/14/2012	
	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:	While we all work on this, we believe there is room for improvement. We move in the building throughout the day and don't feel these transitions are timely or quick. Within class transitions are generally better than between room or location transitions.	
Plan	Assigned to:	Not yet assigned	
Indicator	IIIC05 - All teachers use a variety of instructional modes.(160)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/14/2012	
	Evidence:	Observational data demonstrate this.	
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 of race, economic status disability, or any other distinguishing characteristics(2918)		
Status	Tasks completed: 1 of 3 (33%)		
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:	While we have high expectations, we are unclear if we are "demonstrating" these high expectations.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	<p>By June 2016: We will have high expectations for all of our students, regardless of race, economic status, disability, or other distinguishing characteristic. We will share these expectations as part of our school-wide PBIS expectations and a school-wide focus on academic achievement and success. When our students are not being successful (academically and socially) we will provide additional supports to facilitate that success. We will have a school culture focused on graduating from High School and attending Post-Secondary institutions.</p> <p>By June 2013: We will commit to our school-wide PBIS expectations for all of our students. We will communicate these expectations to our students through our school-wide PBIS instructional sessions and private sessions with our school counselor.</p>	
	Target Date:	06/12/2013	
	Tasks:		
	1. We will coordinate our Second Steps curriculum so that the entire school is presenting a series of common lessons (conveying high expectations) to all students at approximately the same time.		
	Assigned to:	Kelly McIntyre	
	Added date:	10/16/2012	
	Target Completion Date:	04/30/2013	
	Comments:	Still working on this. 7 out of 11 classrooms are currently doing Second Steps on a consistent basis.	
	2. Our EBIS team will work to refine and distribute common expectations for the entire school which convey high expectations for all students. This will be used by all staff and conveyed to all students on a		

	regular basis.		
	Assigned to:	Kelly McIntyre	
	Added date:	10/16/2012	
	Target Completion Date:	06/12/2013	
	Comments:	These are currently posted. They have not yet been updated.	
	Task Completed:	05/31/2013	
	3. We will create a master calendar identifying when key behavioral lessons focusing on instructional and behavioral success will be delivered to the entire student body. This calendar will reviewed at each PBIS/EBIS meeting to determine if we are in need of altering this calendar.		
	Assigned to:	Kelly McIntyre	
	Added date:	12/14/2012	
	Target Completion Date:	06/12/2013	
	Comments:	We have not yet done this. We will focus on this next year.	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
ESEA Category: Family and Community Involvement			
Sharing leadership with the school community			
Indicator	SL1.2 - Parents are included on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety and personnel. Where site governance bodies exist, give equal representation to parents.(2891)		
Status	Tasks completed: 3 of 3 (100%)		
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:	While we have a Site Council, we have difficulty getting parents to attend.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016: The school community council will contain no less than 7 parents (one per grade level) who will meet monthly, providing decision-making and advisory services to our school. This group will provide equal representation to parents on all decisions where we seek parental and community input. By June 2013: We will actively recruit 3 additional parents for our school community council, who will provide advisory and decision-making services for our school.	
	Target Date:	06/12/2013	
	Tasks:		
	1. We will use various methods of communication to aggressively recruit members for our school community council. This will include calling parents, putting a call for volunteers in our newsletter, and asking teachers to reach to parents they believe would consider volunteering their time.		
	Assigned to:	Tamara Skordahl	
	Added date:	10/16/2012	
	Target Completion Date:	02/28/2013	
	Comments:		

	Task Completed:	05/31/2013
	2. The Principal will create a written description of the roles and responsibilities of the Site Council, which can be used in our recruitment efforts.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	02/28/2013
	Comments:	
	Task Completed:	05/31/2013
	3. We will invite parents to our Budget Committee meetings and School Board meetings, where they can give input and share in decision making no less that one week before these events commence.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	06/30/2013
	Comments:	
	Task Completed:	05/31/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012	
	Evidence:	Parent-Student-School Compact goes home each September. Each student is scheduled for parent/guardian/school conferences twice a year (November & April).	
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 09/04/2012	
	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 created the statement.	
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 09/04/2012	
	Evidence:	The compact is distributed and revised annually at the initial teacher work day. The teachers present the compacts to the students during the first week of school. The compacts are then sent home with the students and they are returned to school once the students and their families have signed them. The teachers review the compact with	

		families at Fall conferences. If compacts have not been returned by conference time, they are redistributed, signed, and collected there. (Currently 98%-99% of our families attend Fall Conferences)
Indicator	GR1.5 - School celebrates its accomplishments.(178)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/04/2012
	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 celebrate student individual success. However, we are not yet celebrating school successes.
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 1 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 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:	We do not have a structure in place to do this yet.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: We will use our conferences to meet with parents and students to establish goals and discuss mastery of Common Core State Standards as well as post-secondary education and careers. Each year we will set and/or revise personalized education goals with families. By June 2013: We will work to create a standards-based reporting system, which will facilitate goal setting and a discussion of post-secondary education and careers.
	Target Date:	06/12/2013
	Tasks:	
	1. We will begin discussing post-secondary education and careers with all of our students during college and career week (during the month of June).	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (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 **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 10/30/2012

Evidence: We have a parent involvement policy, a mission statement, homework guidelines, and classroom visit procedures. These various documents can be found in the Principal's office. Our classroom visit procedure is simply to sign in at the front office. Parents are allowed complete access to classrooms whenever they would like to visit.

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

Status **In Plan / No Tasks Created**

Assessment Level of Development: Initial: **Limited Development** 09/04/2012

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 hold conferences two times per year, but do not encourage student participation at each grade level. Some of our teachers encourage student participation during the Spring conferences.

Plan Assigned to: Not yet assigned

Indicator **CM3.1 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.(185)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 09/04/2012

Evidence: We have an Open House at the beginning of the year. This is well attended by the community and offers an opportunity for school personnel and parents to engage in meaningful communication. We have a monthly newsletter that goes home to parents, notifying them of upcoming events and opportunities. Parents are encouraged to talk to teachers as needed. Teacher extensions and email addresses are posted on the school website to encourage communication. We have a Fall Carnival, where parents and school staff mingle and interact in a social setting. Our staff sets aside time each day from 3pm-4pm when parents can drop in, email, or call them. Our teachers are very receptive to parent feedback, and incorporate it into their interactions with students as often as possible. The majority of our staff lives in the Oakridge community, and interact with our families across social, school, and community settings. Families have access to student information through Jupiter Grades and daily student folders. Parent and student handbooks are available on our school website.

Indicator **CM3.2 - Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(187)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 09/04/2012

Evidence: Reading respond forms are available for all grade levels. See individual

	Evidence:	teachers in upper grades for information on current projects.	
Indicator	CM3.3 - Teachers are familiar with the "curriculum of the home" and discuss it with parents. (189)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012	
	Evidence:	See compact.	
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 09/04/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The compact comes back signed, but no formal discussions are scheduled unless an aspect of the compact isn't being implemented. We would like to have these conversations at our conferences.	
Plan	Assigned to:	Not yet assigned	
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 09/27/2012	
	Evidence:	We have take-home folders, assignment sheets, newsletters (teacher and school), we publish teacher phone lists, and all contact information is on the website.	
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 09/27/2012	
	Evidence:	Twice yearly we host parent/teacher conferences (98%-99% attendance by families) which focus both on student achievement and the curriculum of the home. We have an on-line student achievement reporting system (Jupiter Grades) where families can access information about their student(s)' achievement and task completion. We include information in our monthly newsletter about how families can support their children's learning. We have a Family Resource Center which provides ongoing assistance to families regarding how they can support their children's learning. This center also provides parent workshops. We have a school counselor who reaches out to parents and assists them with strategies for supporting their student's learning.	
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:	This year our Open House discussed both the important role parents play in their children's learning, as well as upcoming academic tasks. We send home our Compact annually, which outlines the importance of	

		parental support in student success. This compact is reviewed at conferences. We have a column in our monthly newsletter that focuses on how the home impacts student's academic performance. Our Open House in 2013-2014, is committed to increasing the focus on student academic performance and how families can support school success. We are also adding an additional Back to School Night, to focus on this topic.
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: 1 of 2 (50%)	
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 discuss some of these topics at Open House.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: We will have a Back to School night in September which serves as a Meet and Greet and our initial Title 1 meeting where we introduce our parents to our current services as well as an Open House in October where we discuss our Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures. By June 2013: We will create the agenda for next year's Open House, as we have already passed our annual Open House and did not discuss these building/district policies.
	Target Date:	06/12/2013
	Tasks:	
	1. We will create an agenda for both Back to School Night and Open House for the 2014 school year that addresses our Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedure.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	06/12/2013
	Comments:	Created by the Leadership Team (see Tina).
	Task Completed:	05/31/2013
	2. We will review the Oakridge teacher contract to verify that we can add an additional night of duties.	
	Assigned to:	Tamara Skordahl
	Added date:	12/14/2012
	Target Completion Date:	06/12/2013
	Comments:	At this point we have checked with our teaching staff, and they support adding another night. However, as we are not yet at a point where we are ready to formally pursue this.
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)

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 09/04/2012	
	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 a Family Resource Center (district resource) that does this with participants. We are having difficulty getting families to go to the offered classes. We have targeted various families. This support is ending. This used to be a thriving program.	
Plan	Assigned to:	Not yet assigned	
Indicator	ED1.3 - Parent education programs are led by trained parent leaders.(206)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012	
	Evidence:	The Family Resource Center staff has adequate training.	
Indicator	ED1.4 - The school offers parent education programs focused on building skills relative to the "curriculum of the home."(207)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/04/2012	
	Evidence:	Our Family Resource Center (district level) offers numerous parent workshops and support opportunities where they focus on the curriculum of the home and how parents can support their children's academic success. We work with Head Start each year and meet with all parents regarding what skills will support the transition from Head Start to Kindergarten. We offer a Pre-School visitation day, where we meet with our incoming Kindergarten students and their families to help prepare them for supporting their students. This year we are conducting a survey to determine if additional supports and instruction on the curriculum of the home are needed by our current families.	

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 09/04/2012	
	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		

	Describe current level of development:	Some teachers currently enable students to do this. The new schedule should make this option easier to access.	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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 currently have approximately 10 regular volunteers. There is a need to work with volunteers, which necessitates a coordinator. Our volunteers often require some training, an understanding of classroom procedures, ongoing support.	
Plan	Assigned to:	Not yet assigned	
Indicator	CN1.3 - The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."(195)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/04/2012	
	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 offered these opportunities. We have had difficulty getting parents to come if they don't have issues or concerns. Resources are needed to support these activities. We need incentives to get people in the building.	
Plan	Assigned to:	Not yet assigned	
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: 2 of 2 (100%)		
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:	This is an area where we need to work. Currently we have Open House and Conferences. At present the teacher contract does not support this.	
Plan	Assigned to:	Tamara Skordahl	
	How it will look when fully met:	By June 2016, we will offer 4 (Back to School Night, Open House, Winter Family Night, Spring Family Night) Family-School Nights where school personnel and families will get to know each other and discuss their mutual roles in students' learning. Two of these will be staffed by the teachers, with the remaining two hosted by our administration and	

		counselor. By June 2013, we will take steps to survey our parents to find out what types of Family-School Nights they are interested in and what information they need from the school. We will host 1 additional Family-School Night in the Spring, hosted by our school counselor.
	Target Date:	05/30/2013
	Tasks:	
	1. We will research and create a parent survey to determine what types of Family-School nights our parents are interested in.	
	Assigned to:	Kelly McIntyre
	Added date:	12/14/2012
	Target Completion Date:	02/28/2013
	Comments:	
	Task Completed:	02/28/2013
	2. Following the return of the family surveys, we will establish a Family-School Night, hosted by our counselor, which will offer families an additional opportunity to discuss their roles in students' learning and support them with identified needs.	
	Assigned to:	Kelly McIntyre
	Added date:	12/14/2012
	Target Completion Date:	05/30/2013
	Comments:	
	Task Completed:	03/20/2013
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
Indicator	CN3.2 - All-school events (e.g., family reading night) include parent-child interactive activities. (199)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 09/04/2012
	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:	Accelerated Reading nights, Read Across America, and OES Annual Carnival have these components. We need personnel to assist with adding these services to our current schedule.
Plan	Assigned to:	Not yet assigned
Indicator	CN3.3 - The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact,"curriculum of the home").(2911)	
Status	Tasks completed: 1 of 1 (100%)	
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 an Open House, and we have conferences, but recognize we could better use these to discuss learning standards, and the curriculum of the home.
Plan	Assigned to:	Tamara Skordahl
	How it will look when fully met:	By June 2016: We will have a series of all-school events (reading night, math night, curriculum & assessment night, technology night, and open house) meeting every month, where parents, students, and teachers focus on the parents' role in their student learning. By June 2013: We will have a series of all-school events (Focus School night, curriculum & assessment night, family night (crafts), math night) where parents, students, and staff focus on the parents' role in their student's learning.
	Target Date:	06/12/2013
	Tasks:	
	1. Create a calendar of events to be offered throughout the year where parents, students, and staff focus on the parents' role in their students' learning.	
	Assigned to:	Tamara Skordahl
	Added date:	10/16/2012
	Target Completion Date:	10/31/2012
	Comments:	
	Task Completed:	05/30/2013
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)
Indicator	CN5.1 - The school distributes information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.(2912)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/27/2012
	Evidence:	These are distributed in our school newsletter and through our family resource center.