

# Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 29, 2016

## Northside Elementary School Cabot NCES - 50375001375

Cabot School District

### School Success Indicators

Key Indicators are shown in **RED**.

#### School Leadership and Decision Making

##### 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)  
(All Schools,Focus,Priority)

**Status** Not a priority or interest

**Assess** Level of Development: Initial: **No development or Implementation** 02/07/2016

Not a priority or interest

Explain why not a Priority or Interest: Currently, all of our schools have ACSIP leadership teams as well as teacher instructional teams based on best practices. The district continually provides professional development and conversations regarding the importance of these teams and their function. However, in order to allow the schools autonomy in choosing the focus and the members of the team that align to that focus, we do not wish to create a district policy mandating the types/members of those teams.

Added date:

**Indicator** ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

**Status** Tasks completed: 0 of 3 (0%)

**Assess** Level of Development: Initial: **Limited Development** 09/16/2015

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We currently have all teams(Grade Level, Leadership, RTI, Faculty and ACSIP) in place. Agendas and minutes are kept for each meeting. During Grade Level meetings, agendas and minutes are kept in the Supplemental Salary Binders and shared with the Interventionists, Team members and Administration. (to be implemented). Leadership agendas and minutes are kept by the principal and are shared by the Team Leader with the Grade Level Team. RTI agendas and minutes will be kept by the facilitator on the Student Decision Form. Faculty meetings, agendas and minutes are kept by the Principal. ACSIP agendas and minutes will be kept in Indistar and shared with the ACSIP team members.
<b>Plan</b>	Assigned to:	Suzie Kelley
	How it will look when fully met:	All teams will prepare agendas and keep minutes of their meetings. Evidence will include copies of team agendas and minutes to include grade level, leadership, RTI, Faculty and ACSIP.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Agenda template will be created and shared with all team leaders.	
	Assigned to:	Suzie Kelley
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	As soon as template is created the process coordinator will upload into Indistar.
	2. Sample copies of each type of meeting agendas and minutes will be uploaded into Indistar	
	Assigned to:	Tina Walden
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	
	3. Meeting minutes will be kept for each type of team meeting.	
	Assigned to:	Suzie Kelley
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	
<b>Implement</b>	Percent Task Complete:	0%
<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assess</b>	Level of Development:	Initial: Full Implementation 02/07/2016

	Evidence:	The Leadership Team consisting of the principal, teachers and other key professionals meets twice a month for at least an hour as documented in Indistar. Our evidence will consist of our calendar of meeting dates, agendas and minutes and a list of team members and their titles. Meetings will continue twice a month to assess, create and monitor the Key Indicators for this school year.	
	Added date:		
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 02/07/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal does record indicators of effective practice according to the TESS Rotation Schedule. Peer Observations are currently being utilized by teachers using SBOT's and Teacher to Teacher observations in building and between buildings. Upon teacher request peer observations may occur as needed for specific teaching components. The principal has a current spreadsheet showing individual teacher TESS components linked to personal/school PGP's but does not currently use this information to show patterns or practice. The leadership team does not review the principal's data in planning professional development. Professional Development for the current school year is determined by student/building needs and not deficit areas of the teachers. Evidence to be collected will be the TESS Rotation Schedule, sample peer observations and spreadsheet linking teacher TESS components to PGP's.	
<b>Plan</b>	Assigned to:	Suzie Kelley	
	How it will look when fully met:	Principal will provide the Leadership Team with a summary of Tess Components rated at a 1 or a 2. This will be used in conjunction with the end of the year teacher survey to plan next year's professional development. Evidence of this indicator will include the sample peer observations and/or surveys and TESS Components spreadsheet linked to PGP's.	
	Target Date:	03/31/2017	
	<b>Tasks:</b>		
	1. Principal will create spreadsheet to show TESS Components (areas of concern) linked to PGP's.		
	Assigned to:	Suzie Kelley	

		Added date:	03/28/2016
		Target Completion Date:	03/31/2017
		Comments:	Principal will give spreadsheet to process coordinator to upload into Indistar
	2. Process coordinator will upload a sample peer observation and/or survey into Indistar		
		Assigned to:	Tina Walden
		Added date:	03/28/2016
		Target Completion Date:	03/31/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/27/2015	
	Evidence:	At the end of the year review the results of teacher classroom observations are used to write next years Professional Growth Plans. The Danielson approach is used for obtaining the classroom observations and discussing the results. It is the teacher's responsibility to attend a minimum of 6 hours of professional development which supports that teacher's Professional Growth Plan. Next year at the end of the year review we will write our new Professional Growth Plan. Evidence will include teacher evaluations in Bloomboard, Individual Teacher's Professional Growth Plan and Individual Teacher's professional development documentation in Shoebox.	
		Added date:	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	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 current level of development is limited development. The areas under the indicator that need the most improvement are Implementation, Resources and Leadership.	
<b>Plan</b>	Assigned to:	Karen Goodman	

How it will look when fully met:	<p>Learning Communities - Grade level teams will meet weekly with a weekly focus to include literacy, math, embedded and kid talk. Evidence - Team meeting minutes. An optional Math PLC will be implemented. Evidence - Agenda Leadership - Continue sending representatives to the Leadership Institute. Evidence - Completion Certificate from the Institute Continue to encourage teachers to participate in AIMM training which will qualify them to be a mentor for new teachers/student teachers. Evidence - AIMM training completion certificate and Documentation through the Moodle data system. Resources - Provide all teachers with training for District required professional development to include but not limited to ELLA, ELF, M3. Evidence - Training completion certificate/Documentation Interventionists will support teachers through providing resources, modeling lessons, observing/feedback, assessments/identification of new students. Evidence - Schedules, Assessments, Observation notes. Data - Computer Software (Progress monitoring through Dibels and computer software programs) will be utilized by school staff to drive instruction to monitor student progress. Evidence - Data Wall and computer software reports Learning Designs- District PGP - Parental Involvement, School PGP - Positive Teacher Language, Individual Teacher PGP's Evidence: Documentation from all PGP's Implementation - All teachers will be offered yearly training with ELLA, ELF and M3, CTAT. New teachers will be required to attend ELLA, ELF and M3. Evidence: Teacher Documentation of Professional Development. Outcomes - All teachers are participating in TESS according to their assigned yearly track. Evidence: Observation data, artifacts in Bloomboard and End of Year PGP Review or Summative Observation.</p>		
Target Date:	10/30/2015		
	<b>Tasks:</b>		
	1. The principal will maintain a monthly calendar of scheduled literacy, math, embedded and kid talk days. A monthly calendar will be obtained to document the meetings		
	Assigned to:	Tami Eggensperger	
	Added date:	03/31/2015	
	Target Completion Date:	05/31/2016	
	Comments:	Tami - will you provide me with a copy of the monthly calendar's that reflect the Plan Time - Discussions for literacy, math, embedded and kid talk days.	
	2. Team leaders will provide principal a copy of team meeting minutes to document that literacy, math, embedded and kid talk are being discussed monthly.		
	Assigned to:	Suzie Kelley	
	Added date:	03/31/2015	
	Target Completion Date:	05/31/2016	
	Comments:	Suzie - will you please give me a sample of team meetings to document these areas being discussed	
<b>Implement</b>	Percent Task Complete:	0%	
<b>School Leadership and Decision Making</b>			

**Expanded time for student learning and teacher collaboration**

**Indicator IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**

**Status** Tasks completed: 1 of 3 (33%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	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: Northside Elementary offers Extended Learning Opportunities (ELO), Intervention schedules have been created and implemented, Daily schedules have increased math minutes per day, currently use Computer Programs.

**Plan** Assigned to: Karen Turner

How it will look when fully met: ELO- Our after school program will begin on Nov. 4. Students who are placed on an AIP are recommended for this extended day learning. It is from 3:30-5:00 on Tuesdays and Thursdays. Students get both small group instruction and computer program time each day. The computer program has a pre-assessment that places each child on their specific performance level and they work from there. It monitors their progress and moves them on as they are ready. The small group instruction is taught by a certified teacher and it supports the instruction that the student receives during the regular school day. Evidence- review monthly progress reports for ELO students using the computer programs accessed by students.) Intervention Schedules- Interventionists have a rotating schedule to ensure that students are getting the instruction they need but not missing the same content in the gen ed setting everyday. (Double blocking) Evidence- Interventionists schedules. Increase Math Minutes- As a district we increased the number of minutes spent on math instruction daily. Evidence- current math block schedule. Computer Program- We currently use MobyMax for literacy and math as a supplemental intervention. The students use this programs in ELO as well as during the school day. It is also offered for parents to access at home. Evidence- Progress reports

Target Date: 05/29/2015

**Tasks:**

1. The principal will ensure that the teacher's schedules will reflect the increased number of math minutes per day in accordance with district policy

Assigned to: Suzie Kelley

Added date: 01/27/2015

Target Completion Date: 01/30/2015

Comments: Principal will give the Process Coordinator copies of daily schedules to upload into Indistar.

		<b>Task Completed:</b>	2/10/2015 12:00:00 AM
	2. Math and Reading Interventionists will provide copies of daily schedule to principal.		
		Assigned to:	Suzie Kelley
		Added date:	01/27/2015
		Target Completion Date:	01/30/2015
		Comments:	Principal will give copies of daily schedule to Process Coordinator to upload into Indistar
	3. The ELO Lead Teacher will obtain samples of progress reports from the ELO teachers.		
		Assigned to:	Karen Turner
		Added date:	01/27/2015
		Target Completion Date:	01/30/2015
		Comments:	Karen Turner will give Process Coordinator copies of the samples to upload into Indistar
<b>Implement</b>	Percent Task Complete:		33%
<b>School Leadership and Decision Making</b>			
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>			
<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	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 school district hires teachers with Highly Qualified Teacher status. Administrators in each building work closely with the Director of Personnel to ensure that all certified personnel meet HQT requirements for the position. If the candidate is not HQT but is still the best candidate for the position, the Director of Personnel works with the Director of Professional Development to create a plan for the teacher. The building administrator and the personnel department work together to monitor the teacher's progress on his/her plan.	
<b>Plan</b>	Assigned to:	Suzie Kelley	
	How it will look when fully met:	Administrator works with Director of Human Resources to hire Highly Qualified Teachers and to maintain records on Highly Qualified Teachers.	
	Target Date:	08/31/2015	
	<b>Tasks:</b>		
		1. Principal will meet with Lisa Baker to discuss status of Highly Qualified Teachers and maintain accurate records.	

		Assigned to:	Suzie Kelley
		Added date:	03/31/2015
		Target Completion Date:	08/15/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%

### Opportunity to Learn

#### Post-Secondary School Options

**Indicator VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/13/2016
	Evidence:	At the elementary school level we feel that we are fully implemented on this indicator by utilizing graduation signs at the ends of the hallways that travel with the students to middle school, Career Day yearly, setting goals in classroom by using Hopes and Dreams, Career Day/ Veteran's Day special guest visits, Counseling curriculum to address college goals. We will sustain these efforts by doing the above items yearly. Evidence of this indicator will include pictures of Hopes and Dreams, Lesson plan from the counselor stating college and career readiness, pictures of special guests and graduation hallway signs.
	Added date:	

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in aligning instruction with standards and benchmarks

**Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 11/13/2015
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Evidence:		<p>Teacher representatives to include regular and special education members, meet periodically with curriculum specialists at the district level to develop standards-aligned units of instruction. The teacher representatives return to their buildings to share the information with their own schools and teams. The units of instruction that are created are also added to a secure district Google Site that teachers can access as needed throughout the year for planning and implementation of instruction. All units of instruction are aligned with the state Common Core standards. In the regular education and special education setting, instruction is differentiated so that it is targeted to the needs of each student. Differentiation consists of reading and math interventionists, guided reading in small groups, math rotations in the classroom and Gifted and Talented programs to address students individual levels of functioning in the areas of reading and math. We also offer an after school program to address the needs of struggling students. We differentiate our special education curriculum in the different special education settings to include CBI, Self-Contained and Resource settings. In our district, we have an English Language Learner building that houses the majority of our English Language Learners. We do have some ELL students in our buildings that are served in the regular education and special education settings. We have some teachers who have ESL endorsements and we currently have an ESL para that supports these students in our buildings.</p>
		Added date:

**Curriculum, Assessment, and Instructional Planning**

**Assessing student learning frequently with standards-based assessments**

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>
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**Status** Tasks completed: 0 of 3 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 03/13/2016	
	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:	Student's in grades 1st through 4th are given the state Benchmark yearly to gauge assessment of learning. The Leadership Team reviews the state benchmark assessments when results are available. Throughout the year we have multiple assessments to guide our teaching and assess for learning. Instructional Assessments (Dibels, Running Records, End of Module Assessments, technology program assessments, etc) and Classroom Observations are used in K-2nd to systematically review student growth and placement in services to include GT, Intervention, SPED. We currently use various benchmark assessments in K-2nd at least beginning, middle and end of the school year to guide student placement in small groups and/or above stated services along with the state Benchmark assessments.
<b>Plan</b>	Assigned to:	Suzie Kelley
	How it will look when fully met:	To fully meet this indicator all student Literacy data will be entered on our district data wall at least 3 times a year. All Student math data will be entered on the school created math wall at the beginning of the year. State Benchmark data will be placed on the school created student profile sheet. This data will be used to guide discussions on student progress and student academic needs and strengths. Literacy instruction will be guided by the literacy data for all students. Math instruction will be guided by technology program assessments for all students. The evidence that will be needed to show that this objective is fully met will be a copy of the District Assessment Calendar, a copy of the student data wall spreadsheet, the student profile sheet and the school created math wall spreadsheet.
	Target Date:	05/31/2017
	<b>Tasks:</b>	
	1. Student math data wall spreadsheet will be created to include data from the technology program assessments.	
	Assigned to:	Suzie Kelley
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	Process coordinator will enter copy of spreadsheet into indistar when it is created.
	2. Process Coordinator will upload copy of District Assessment Calendar, student data wall spreadsheet and student profile sheet to Indistar	
	Assigned to:	Tina Walden
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	
	3. Faculty will be trained on how to utilize the math wall spreadsheet.	
	Assigned to:	Suzie Kelley
	Added date:	03/16/2016
	Target Completion Date:	05/31/2017
	Comments:	

<b>Implement</b>	Percent Task Complete:	0%	
<b>Indicator</b>	<b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)(Focus)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Northside currently implements and utilizes Pre and Post testing for academic areas. We use continued data for identification of low achieving and high achieving students.	
<b>Plan</b>	Assigned to:	Suzie Kelley	
	How it will look when fully met:	All teachers will use Pre/Post tests, Kid Talks, Dibels, running records, DRA, DSA, teacher anecdotal records, Special Education Testing to drive our instruction as well as placement/dismissal of students in intervention programs or special education (GT) services. Placement/Dismissal Evidence - Data Wall, Kid Talk, RTI packet, Team Meeting minutes Drive instruction Evidence - Lesson plans, Math and Literacy Team Meetings, Teacher anecdotal notes	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Counselor will collect RTI paperwork before RTI meetings to ensure that all assessment data is included and reviewed during the RTI meetings.		
	Assigned to:	Sara Stumpenhous	
	Added date:	03/31/2015	
	Target Completion Date:	05/31/2016	
	Comments:	Process Coordinator will upload blank RTI documents as evidence	
	2. Principal will ensure that all Data Wall entries are entered and up to date to include Dibels progress monitoring, guided reading levels at report card time, DSA and all other assessment data.		
	Assigned to:	Suzie Kelley	
	Added date:	03/31/2015	
	Target Completion Date:	05/31/2016	
	Comments:	Process coordinator - upload a data wall screen shot page for evidence. Blank out all identifying names and information.	
<b>Implement</b>	Percent Task Complete:	0%	
<b>Classroom Instruction</b>			

**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)(All Schools,Focus,Priority)**

**Status**        **Full Implementation**

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/13/2016
	Evidence:	The yearly expectation by the district is to utilize the district guides that align standards, curriculum, instruction and assessment.
	Added date:	

**Classroom Instruction**

**Expecting and monitoring sound classroom management**

**Indicator**    **IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)**

**Status**        **Objective Met** 2/10/2015

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/12/2014
		<b>Objective Met</b> - 02/10/2015
	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:	Rules are posted in some classrooms but not all of them. These rules are created at the beginning of the year and revisited periodically as needed.
<b>Plan</b>	Assigned to:	Tina Walden
	How it will look when fully met:	100% of classrooms will have rules posted. Cafeteria, Hallway and Restroom rules and procedures are posted throughout the school as reference in appropriate areas. Rules are formally revisited at the beginning of the 2nd semester and continuously revisited as needed throughout the year. Evidence - Pictures of posted classroom rules, Pictures of Hallway, Cafeteria and Restroom Rules and Procedures. Lesson plans with scheduled review of classroom rules.
	Target Date:	05/29/2015
	<b>Tasks:</b>	
	1. The Dean of Students will check each classroom to ensure that classroom rules are posted.	
	Assigned to:	Tami Eggensperger
	Added date:	01/13/2015
	Target Completion Date:	01/23/2015

		Comments:	Tami - use a routing sheet and go to each classroom and check to see if the classroom rules are posted. Indicate on routing sheet that each classroom has the rules and label the routing sheet as Rules Posted In Classroom. Give the Routing Sheet to Tina when finished.
		Task Completed:	1/27/2015 12:00:00 AM
	2. The Process Coordinator will upload the Classroom Rules Routing sheet into the Indistar Program.		
		Assigned to:	Tina Walden
		Added date:	01/13/2015
		Target Completion Date:	01/26/2015
		Comments:	Get Routing Sheet from Tami to upload into the Indistar Program when the percent of classrooms with posted rules is 100%.
		Task Completed:	2/10/2015 12:00:00 AM
	3. The Process Coordinator will take pictures of Cafeteria, Hallway and Restroom Rules and Procedures which are posted throughout the building.		
		Assigned to:	Tina Walden
		Added date:	01/13/2015
		Target Completion Date:	01/23/2015
		Comments:	Tina - take picture of one of each of the signs and upload them to Indistar website.
		Task Completed:	1/27/2015 12:00:00 AM
	4. At January faculty meeting, the principal will remind the faculty to revisit classroom and school rules.		
		Assigned to:	Suzie Kelley
		Added date:	01/13/2015
		Target Completion Date:	01/14/2015
		Comments:	Remember to add to faculty meeting agenda.
		Task Completed:	1/14/2015 12:00:00 AM
	5. Process Coordinator will obtain a copy of a lesson plan that includes a scheduled review of classroom rules.		
		Assigned to:	Tina Walden
		Added date:	01/13/2015
		Target Completion Date:	01/23/2015
		Comments:	Tina - after obtaining a copy of a lesson plan upload to the Indistar website.
		Task Completed:	1/27/2015 12:00:00 AM
	6. The Process Coordinator will take pictures of posted classroom room rules to upload into the Indistar website.		
		Assigned to:	Tina Walden
		Added date:	01/13/2015
		Target Completion Date:	01/23/2015
		Comments:	Tina - take a picture from each grade level to upload

		Task Completed:	1/27/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		2/10/2015
	Experience:		2/10/2015 In reflection, we realized that some teachers created rules and removed them because of lack of space while other teachers had a discussion about the rules but had not posted them. This allowed us to discuss the importance of posting and revisiting classroom rules as needed.
	Sustain:		2/10/2015 A walk through on a regular basis to ensure that classroom rules remain posted throughout the year. At the beginning of each school year, the teacher and students will create new rules specific to their class and a new routing sheet will be utilized to ensure the rules are posted.
	Evidence:		2/10/2015 The routing sheet used, photos of hallway, cafeteria and bathroom procedures, photos of classroom rules and copies of teacher lesson plans to include a review of classroom rules have been uploaded to Indistar.

## Family Community Engagement

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

<b>Indicator</b>	<b>IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)</b>
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**Status** Tasks completed: 0 of 2 (0%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 10/22/2014
	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:	Parental involvement activities are in place including a Title 1 compact.
<b>Plan</b>	Assigned to:	Tina Walden
	How it will look when fully met:	At the beginning of each school year, all parents receive a copy of the Title 1 student/teacher/parent compact. We encourage all parents to discuss this with their child, sign it, and return it to school. These are kept on file in the office. Our plan to improve on this indicator is to account for 100% of forms completed and returned. Evidence: Compact and % of forms returned.
	Target Date:	05/29/2015

#### Tasks:

1. The principal will ensure that copies of the Title 1 student/teacher/parent compact are kept on file in the office during the school year.

		Assigned to:	Suzie Kelley
		Added date:	03/31/2015
		Target Completion Date:	05/31/2016
		Comments:	We discussed having Darlene make a spreadsheet to document % of forms returned
	2. Process Coordinator will obtain a copy of the spreadsheet to document % of Title 1 student/parent/teacher compact forms returned and upload them into Indistar		
		Assigned to:	Tina Walden
		Added date:	03/31/2015
		Target Completion Date:	05/31/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		0%