

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.

5/18/2016

Yaquina View Elementary NCES - 410750000653

Lincoln County SD

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	Objective Met 5/31/2015		
Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
		Objective Met - 05/31/2015	
	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:	<p>Currently implementing TRIBES community building, Time to Teach behavior management and the 8 essentials-character development school-wide. Our family advocate holds development recess, friendship skills, and problem solving for students who need extra support. There is also a program where students learn the importance of 'filling others' buckets'. There is also a program called, the Leader in Me, where students learn servant leadership strategies. Several other problem solving and support strategies include our buddy bench and Kelso's Wheel.</p> <p>To encourage positive behavior there are several strategies in place such as the Principal books along with event recognitions for doing the right thing or for showing growth and improvement.</p>	
Plan	Assigned to:	Libba Sager	
	How it will look when fully met:	When fully implemented, students will know and be able to follow directions in all areas of the school. They will be able to reflect, problem solve, and self-correct.	
	Target Date:	06/10/2015	
	Tasks:		
	1. Time to Teach Training		
	Assigned to:	Libba Sager	
	Added date:	09/27/2014	
	Target Completion Date:	08/29/2014	
	Comments:	Time to Teach training was given at the beginning of the school year and the staff talks about how things are going quarterly.	
	Task Completed:	03/20/2015	

2. Tribes Training, for new to the school teachers, provided by the district staff and then a training during the year for those who were unable to attend.

Assigned to:	Libba Sager
Added date:	09/27/2014
Target Completion Date:	06/10/2015
Comments:	There was a training at the beginning of the year where teachers had the opportunity to become Tribes trained and implemented the Tribes culture in their classrooms as well as participated in Tribes activities with peers during staff meetings and on professional development days. Since the district Tribes trainers moved away, there was no one to train during the school year. However, having been trained twice, teachers were able to implement community circle and Tribes activities in their class for the activities I modeled for them as the principal. Two teachers from Sam Case have been accepted to attend a week long training in California to become trainers so that this summer and during the school year, we can offer Tribes training.
Task Completed:	05/29/2015

3. John Norlin training on the eight essentials - beginning training around 40 day challenge

Assigned to:	Tami Harris
Added date:	09/27/2014
Target Completion Date:	12/05/2014
Comments:	John Norlin will be coming in May for the West area counselors and family advocates. The 40 day Challenge team met at the end of March before spring break and the school will begin the challenge when we return.
Task Completed:	02/23/2015

4. Send a group to John Norlin level 3 training and bring back to the staff in conjunction with NIS.

Assigned to:	Tami Harris
Added date:	09/27/2014
Target Completion Date:	05/01/2015
Comments:	January 10, 2015 - Tami Harris, Kim Haddon and Libba will attend John Norlin Level Three training with Tiana Tucker and two teachers from her school. In addition, The high school was able to bring John Norlin to the district and Sam Case was able to have additional staff trained: family advocate, Tami Harris, and one person from each grade level: Leala Sears - kinder, Cindy Thomas - first, and Theresa Chirgwin - second. As a team, we planned some additional things to implement for the next school year that will help to create a culture for respect and learning.
Task Completed:	05/21/2015

5. Enrichment classes: 8 essentials 40 day challenge, The Leader in Me Series, 7 Habits of Healthy People, iMessages, Filling Buckets, etc.

Assigned to:	Tami Harris
Added date:	11/14/2014
Target Completion Date:	06/12/2015
Frequency:	weekly

	Comments:	The person responsible for this task is the person doing the classes. The principal will provide staff development opportunities as well as materials and resources to support all of these programs.	
	Task Completed:	05/29/2015	
	6. Attend Level 3 8 Essentials Training in January - Principal and Family Advocate. New strategies will be implemented into each grade level's program.		
	Assigned to:	Tami Harris	
	Added date:	01/16/2015	
	Target Completion Date:	01/16/2015	
	Frequency:	monthly	
	Comments:	These new strategies will be built into the already developed 8 essential lesson plans for grades k-3. The family advocate and I attended the John Norlin training in Sumner Washington. New strategies will be implemented into our ongoing program.	
	Task Completed:	01/10/2015	
Implement	Percent Task Complete:		
	Objective Met:	5/31/2015	
	Experience:	5/31/2015 CCB was provided on a 3 day rotation for grades one and two, and once a month for third grade and kinders. As the principal, I provided the family advocate with materials and approved lessons as well as professional development.	
	Sustain:	5/31/2015 We will continue to update our materials as well as continued professional development around Tribes and servant leadership and the 8 essentials.	
	Evidence:	5/31/2015 Professional development sign in sheets, receipts for materials, and evidence of classes have all been documented. Also the result of the referrals has dropped significantly since last year.	
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	Objective Met 5/31/2015		
Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
		Objective Met - 05/31/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All SLGGs include a year's worth of growth for all students based on STAR assessments as well as implementing a system for establishing a healthy school culture which will include monthly parent and family	

	development:	involvement opportunities.
Plan	Assigned to:	Libba Sager
	How it will look when fully met:	Teachers will be using the Units for math and reading that were created by grade level bands with the superintendent in the fall. STAR assessments will help teachers to teach discreet skills identified for each child.
	Target Date:	05/29/2015
	Tasks:	
	1. Determine baseline data in reading and math for each student grades k-3 the week of September 22, 2014.	
	Assigned to:	Sue McVeigh
	Added date:	09/27/2014
	Target Completion Date:	10/03/2014
	Comments:	<p>The first week all students will be assessed in reading and teachers will develop their SLGGs using this data. The second week all students will be assessed in math and teachers will develop their second SLGG using this data.</p> <p>All students were given their STAR assessments in math and reading for k-3 and 1-3 for reading. Each teacher used a spreadsheet development by Jo Train that will show their projected growth goals every 3 to 6 weeks. After each assessment, teachers have been entering schools to determine the progress of each student by comparing their current scores to their projected scores. All teachers submit their spreadsheets to the principal after each round of testing. Some students are tested every 3 weeks, some every 4 weeks, some every 6 weeks and others three times a year.</p> <p>The baseline data was collected at the beginning of the year. As new students come in, their baseline data is also reported and projected growth goals established. All students were assessed in January for our Title compliance.</p>
	Task Completed:	01/30/2015
	2. All students will be progress monitored every three weeks in math and reading in order to determine proficiency towards a year's worth of growth for the academic school year.	
	Assigned to:	Sue McVeigh
	Added date:	11/14/2014
	Target Completion Date:	05/29/2015
	Frequency:	monthly
	Comments:	<p>Each teacher created an excel spreadsheet that projected the score each child should reach every three weeks. In addition, grade levels move student cards around in order to determine student levels which include: urgent intervention, intervention, on watch, benchmark.</p> <p>All students were assessed and the data indicated that 94% of the students at Sam Case had a year's worth of growth in reading as indicated by STAR, DIBELS, or DRA. 92% of the students had a year's worth of growth in math as indicated by STAR for grades 1-3. Other assessments for kinder included grade level assessments for both math and reading.</p>
	Task Completed:	05/29/2015

Implement	Percent Task Complete:	
	Objective Met:	5/31/2015
	Experience:	5/31/2015 Teachers completed assessments each month and submitted documentation to the principal. Students not meeting their projected growth goal were assess each moth in order to adjust their instruction.
	Sustain:	5/31/2015 Continued work will be to support teachers in the monthly assessments for math and reading as well as professional development around Daily 5, SIOP, Spalding, and Balanced Math.
	Evidence:	5/31/2015 95% of the students at Sam Case had at least a year's growth in reading as determined by STAR, DIBELS, or DRA in grades 1-3. Kinder classes used additional assessments in order to determine a year's growth. 92% of the students at Sam Case had at least a year's growth in math as determined by STAR in grades 1-3. Kinder classes used additional assessments in order to determine a year's growth.
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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/02/2013
	Explain why not a Priority or Interest:	We are doing this on limited basis and some activities that would be included here such as family involvement are in a plan for another indicator.
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/02/2013
	Evidence:	All students who have been identified as academically below grade as well as ESL students have classroom support through differentiation, ESL pullout support and Title pullout and push-in support. Students who have been identified by the STAR assessments as being URGENT INTERVENTION receive a third dose of small group targeted instruction.
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 10/02/2013
	Evidence:	Students who are entering kindergarten for the first time have the opportunity to attend a kinder orientation as well as staggered small group visitation the first week of school. Students leaving kindergarten and entering first grade have the opportunity to visit the first grade classroom and meet each of the first grade teachers. Each first grade teacher spends time interacting with the kinders and also reads a story

		to them. Students leaving third grade and the primary school have an opportunity to visit the Intermediate school (4-6) towards the end of the year. Each 4th grade classroom is visited. The teachers introduce themselves and provide information about entering 4th grade as well as events and activities throughout the year. The principal meets with all 3rd graders in the cafeteria and explains rules and requirements for 4th graders. In addition, the school counselor provides a tour of the building as well as the counseling center and services provided in addition to answering questions.
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 10/02/2013
	Evidence:	<ul style="list-style-type: none"> * Cafe and Parenting classes are offered in order to support families who need help with their children's education - socially and academically. * Monthly family nights will offer opportunities for parents to learn specific strategies to help their children at home in reading and math. * Twice a year parents attend conferences with each child's teacher in order to be informed of the child's progress. The are provided with detailed documentation through STAR around student achievement. They are also offered in English as well as Spanish. * The school's website stays current with information that enables parents to stay informed of academics and activities. In addition, teachers send weekly newsletters along with a note from the principal once a month. There is also a one-call system that keeps families informed of upcoming events along with two reader boards in the front of the school. * The backpack program supports identified families in need of extra services on a weekly basis. * The 21st Century program offers after-school tutoring as well as enrichment around ocean literacy and STEAM (Science, Technology, Engineering, Art, and Math). Sam Case Primary has the highest student enrollment in the district. * Character Education is offered to every child through classroom instruction and or specials. Topics include: 8 essentials, friendship groups, TRIBES, problem solving groups, 7 Habits of Highly Effective Kids, Bucket Filling, etc. * Development recess offers students an opportunity to take ownership of their actions, problem-solve, as well as make restitution. * Students identified as high-achieving receive enrichment opportunities daily by a trained certified teacher. * Monthly teachers attend staff development and/or opportunities to collaborate through an early release school day. Activities include but are not limited to team building, analyzing data, math and reading support, etc.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/02/2013
	Evidence:	<ul style="list-style-type: none"> *Everyday, teacher have an hour long planning period built into their schedules for planning as well as collaboration. *Early release provides an additional opportunity to collaborate and

		meet with specialists around STAR data and student supports. *Each Wednesday, there is an opportunity for the staff to meet in order to address any concerns around supporting students. *The Leadership Team consists of a grade level representative and specialists as well as a classified staff member. This team meets weekly to analyze and problem solve around instructional needs reporting back to grade levels during their collaboration time.
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: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/02/2013
	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:	Teachers are at various levels of implementation in using SIOP strategies, and multiple modalities for learning embedded in both the Spalding method and Balanced Math. Therefore, we are continuing to seek out and provide Daily 5/Cafe professional development.
Plan	Assigned to:	Libba Sager
	How it will look when fully met:	All teachers will be trained in Daily/5 and Cafe as well as Spalding and Balanced Math. A Balanced Math leader will be identified, trained by Lead and Learn, and will support other staff members.
	Target Date:	08/29/2016
	Tasks:	
	<ol style="list-style-type: none"> 1. Two teachers were selected to participate in the online Daily/5 and Cafe webinar. 2. Nine teachers will be going to Tacoma, WA. The district paid for 4 teachers and the school paid for 5. 	
	Assigned to:	Libba Sager
	Added date:	03/25/2016
	Target Completion Date:	08/29/2016
	Comments:	All rooms have been reserved as of March 24, and all participants have been registered. Although two teachers went to the training last, they will be going this year with their grade levels to build individual capacity as well as group capacity.
	<ol style="list-style-type: none"> 2. Balanced Math: <ol style="list-style-type: none"> 1. Majalise will be coming to train the staff specifically around Balanced Math in the primary grades. She will present and have teachers work collaboratively 5 early release days. 2. Bri will be trained with Lori Cook who will be coming to the district in April. She will then support teachers doing balanced math in their rooms. 	
	Assigned to:	Libba Sager
	Added date:	03/25/2016
	Target Completion Date:	06/10/2016
	Comments:	
	<ol style="list-style-type: none"> 3. There will be a Spalding training in June of this year provided by the district office. Teachers who would like to attend will have the opportunity to sign up closer to the end of the year. 	
	Assigned to:	

	Assigned to:	Libba Sager
	Added date:	03/25/2016
	Target Completion Date:	07/08/2016
	Comments:	
	4. Teachers still wanting Spalding training, but unable to attend the training in June will be able to attend a training in August with the district Spalding trainer.	
	Assigned to:	Libba Sager
	Added date:	05/12/2016
	Target Completion Date:	08/31/2016
	Comments:	When informing teachers of this opportunity, also include an invitation to those substitutes who frequently sub at YV. Mary Burton has specifically requested an invitation.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
Indicator	EE.2.3 - 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	Tasks completed: 2 of 6 (33%)	
Assessment	Level of Development:	Initial: Limited Development 10/03/2013
	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:	Currently, teachers are receiving professional development most early release Wednesdays. We are also trying to find opportunities for Spalding, Daily 5/Cafe, Balanced Math, and Compass Learning.
Plan	Assigned to:	Libba Sager
	How it will look when fully met:	1. Balanced Math will be fully implemented in each classroom k-2. 2. Spalding will be fully implemented in first and second grade classrooms 3. Daily 5/Cafe will be fully implemented in first and second grade classrooms. Evidence would be classroom observations to determine implementation
	Target Date:	05/12/2017
	Tasks:	
	1. Discuss as a staff, their interests in what professional they would like and the kind of support they would need in order to provide effective instruction every day in math and reading.	
	Assigned to:	Libba Sager
	Added date:	05/12/2016
	Target Completion Date:	04/06/2016
	Comments:	The meeting will start as a broad topic and then teachers will discuss in grade levels coming back together to bring closure in order to move forward. This was a very productive meeting where the staff decided to move forward with Balance Math Review, Spalding, and Daily 5/Cafe. The

		superintendent was also in attendance to hear their requests, concerns, and suggestions.
	Task Completed:	04/06/2016
	<p>2. All staff will be invited to attend a meeting to learn about the play-based/inquiry learning that kindergarten teachers have been implementing all year. At this meeting the kindergarten teachers will....</p> <p>1. Share information about play/inquiry based learning and the journey Kindergarten teachers have been on this year. 2. Provide some insight into the learners that will enter first grade in the fall. 3. Share resources that might be helpful as we plan for continuing to meet the needs of our primary learners.</p>	
	Assigned to:	Libba Sager
	Added date:	05/12/2016
	Target Completion Date:	04/26/2016
	Comments:	<p>Communicate to all teachers and provide Betsy with those who will be in attendance or have them email her directly.</p> <p>There were quite a few staff in attendance at this meeting and excited to see how this will roll out. They expressed an interest in learning more.</p>
	Task Completed:	04/26/2016
	<p>3. Staff in the Structured Learning will receive ongoing training on Early Release Wednesdays in order to support the special needs students in that class. This training will be provided by district specialists, Marcia Slack and Sue Taylor as well as Julie Turner when necessary. The special education teacher will also provide and meet with staff regularly.</p>	
	Assigned to:	Libba Sager
	Added date:	05/12/2016
	Target Completion Date:	06/15/2016
	Comments:	
	<p>4. The Title reading specialist will meet, at a minimum, quarterly with classified staff to keep them informed of school activities, trainings, answer questions, and provide behavior management support. The principal will attend when requested to share information or ask questions.</p>	
	Assigned to:	Sue McVeigh
	Added date:	05/12/2016
	Target Completion Date:	06/15/2016
	Comments:	These meetings also happen whenever classes go on field trips and assistants are available. Sometimes this might be several times in one month and then no time in that month.
	<p>5. There are two COSA trainings the principal attends each year; the principal's conference in Bend in the fall and the ESL conference in Eugene in the spring. In addition, twice a month there are meetings to provide support as well as professional development for administrators.</p>	
	Assigned to:	Libba Sager
	Added date:	05/12/2016
	Target Completion Date:	06/07/2016
	Comments:	
	<p>6. Closely related to this objective is the EE 2.2 which is also part of our plan for this year. All teachers will 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. The tasks in that objective also apply to this objective around professional</p>	

	development for Daily 5/Cafe, Spalding, and play-based/inquiry structure.		
	Assigned to:	Libba Sager	
	Added date:	05/12/2016	
	Target Completion Date:	08/31/2016	
	Comments:	Professional development for Daily 5 will be completed after teachers return from Tacoma in August. Spalding training will be completed by the end of June with an additional training in August. Balanced math support will be ongoing with support from our lead teacher - Bri Hansen.	
Implement	Percent Task Complete:	Tasks completed: 2 of 6 (33%)	
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	Objective Met 5/31/2015		
Assessment	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 05/31/2015	
	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:	Data teams meet to review assessment information.	
Plan	Assigned to:	Sue McVeigh	
	How it will look when fully met:	When this goal is fully met, all grade levels will be meeting in data teams on a daily basis, testing all students in STAR every three weeks, and organizing groups monthly with the help of the reading specialist, the resource specialist, and the ESOL teacher.	
	Target Date:	02/04/2015	
	Tasks:		
	1. Sue McVeigh will coordinate monthly data team meetings. Teachers meet every day for 20 minutes and it has become the culture in the school - just the way we do business.		
	Assigned to:	Sue McVeigh	
	Added date:	01/16/2015	
	Target Completion Date:	01/07/2015	
	Comments:	The principal visits grade level meetings periodically and has weekly grade level rep meetings where grade level reps come to discuss specific items and then take that information back to their grade levels. They also bring information to the rep meeting to discuss and take back. Our monthly data team meetings are the first Wednesday of each month and each grade level gets to spend 30 minutes with the specialists to look at student data and interventions. This will be ongoing until the end of the year.	
	Task Completed:	01/07/2015	
	2. Teachers will take STAR assessments every three weeks in both math and reading. Additional assessments include DIBELS and DRA for selected students.		

	Assigned to:	Sue McVeigh
	Added date:	01/17/2015
	Target Completion Date:	01/07/2015
	Frequency:	monthly
	Comments:	All students will be DIBELed 3 times a year and some students will have DRAs completed to determine additional needs. All students were DIBELed in January for the second time. At risk students also were given a DRA. Extra people were brought in to help complete these assessments.
	Task Completed:	01/07/2015
	3. We have 2 more early release days where we will continue to meet and look at student data.	
	Assigned to:	Sue McVeigh
	Added date:	03/28/2015
	Target Completion Date:	06/03/2015
	Frequency:	monthly
	Comments:	At the June early release we will spend time placing students for next year using the data we collected this year.
	Task Completed:	05/06/2015
Implement	Percent Task Complete:	
	Objective Met:	5/31/2015
	Experience:	5/31/2015 Early release days were the first Wednesday of each month. The last one was the first Wednesday in Math. The first Wednesday in June was canceled.
	Sustain:	5/31/2015 Next year, we will release each Wednesday an hour instead of 90 minutes once a month. We will need to plan what each of those Wednesdays will look like for staff.
	Evidence:	5/31/2015 The schedule for each of the Wednesdays is evidence along with data compiled to develop groups for each of the following months.
Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
	Evidence:	At the beginning of the year, all teachers as well as some classified staff attended a 6 hour Time to Teach training around student behavior and classroom procedures. Through the weekly grade level meetings as well as staff meetings, conversations around this training continue to evolve. This monitoring helps to provide support and clarification for teachers and students. This very proactive and unified approach eliminates the need for complicated behavior management systems that take away from planning as well as instruction. Through the Time to Teach approach, teachers have more time to spend teaching and less time in addressing disruptions. It eliminates the need for repeated requests and multiple warnings. In addition, TRIBES activities as well as the 8 Essentials support teacher and student relationships creating a healthy and positive learning environment.
Indicator		

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 10/03/2013	
	Evidence:	<p>Lincoln County School District has adopted the Danielson Framework which is a growth model for teacher development. This was piloted by several teachers and principals in each school last year and has been fully implemented this year. Each teacher completes a self-assessment followed by the development of two student learning growth goals as well as a professional growth goal. Training around this included selected staff from each school which included a lead teacher to continue the work with teachers in each of the buildings in order to support them in this year-long process.</p> <p>Another support system around educator effectiveness includes the mentor grant program that provides 90 hours of instruction support to all first and second teachers as well as a mentor who visits teachers on a weekly basis providing feedback and professional development support.</p>	

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	Objective Met 3/28/2015		
Assessment	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 03/28/2015	
	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:	Parent nights, TRIBES and strong communication help create a welcoming environment.	
Plan	Assigned to:	Libba Sager	
	How it will look when fully met:	There are multiple people to greet students each day as they come into the building and enter their classrooms. The safety guard greets students as they arrive on campus. The assistant on duty greets students as they enter the cafeteria. The reading specialist on duty, greets students as they get off the buses. The principal greets students as they are dismissed to their classes. Teachers are waiting at their doors and greet students as they enter the classrooms. Each Monday there is picture and quote that the principal greets students with. That picture and quote are displayed at the front of the entrance so students see it coming and going all day. After each week, the poster with pictures and quotes are displayed around the school.	
	Target Date:	01/07/2015	
	Tasks:		
	1. The principal will prepare a friendly picture and quote for each Monday to greet students for the week.		
	Assigned to:	Libba Sager	

	Added date:	01/17/2015
	Target Completion Date:	01/01/2015
	Frequency:	weekly
	Comments:	There is a quote for each week that is shared with all students as they enter the building along with a visual. The quote remains on the presentation board for a week and then moved to another location in the building so students can continue to read positive, encouraging statements.
	Task Completed:	01/05/2015
	<p>2. Teachers will plan for 1 family event each month in order to provide parents the opportunity to share in their child's education. The planning committee consisted of Kim Eason, Marcy Doyle, Sue McVeigh, Cheryl Hull, and Kim Haddon. The following was planned.</p> <p>September - Open House October - Book-ta-cular November - Reader's Theater December - Holiday Concert and Parent 'Help' Night January - Parent "Help" Night February - Tiger Shark Bingo and Build a Valentine Book March - Dr. Seuss Family Event April - Project Base Learning Showcase and Art Show May - Cinco de Mayo</p> <p>One teacher signed up to coordinate each event</p>	
	Assigned to:	Sue McVeigh
	Added date:	01/17/2015
	Target Completion Date:	09/01/2014
	Frequency:	monthly
	Comments:	The planning was completed for all of our family events which have been a success and we actually added a few more than we had originally planned for but did not have the one for January since we were planning for our big event in February.
	Task Completed:	02/23/2015
	<p>3. Site Council will meet twice a year to give feedback on the school plan in order to develop and refine tasks in order to continue to move forward in all areas not just creating and maintaining a welcoming environment.</p>	
	Assigned to:	Libba Sager
	Added date:	01/17/2015
	Target Completion Date:	02/16/2015
	Comments:	<p>Site Council met in February and decided we would meet several more times this year as well look at the budget, the plan, the data we collected and where we are now.</p> <p>Site Council met in April and will meet again in May for our final meeting.</p>
	Task Completed:	02/16/2015
Implement	Percent Task Complete:	
	Objective Met:	3/28/2015
	Experience:	<p>3/28/2015</p> <p>This was an opportunity to encourage parents to become a part of their child's education. We provided fun family events, Title meetings, and meetings where we trained parents on strategies they could do with</p>

		their children at home.
	Sustain:	3/28/2015 We plan to have 3 more family events and for next year to advertise more and get the word out.
	Evidence:	3/28/2015 We have a complete list of all of the events, photos, sign-in sheets, and parent responses.
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2013
	Explain why not a Priority or Interest:	Connections between the school and community currently consist of the monthly parent and family involvement nights as well as hosting community programs such as CATCH, 21st Century, Parenting Classes, Boosters, Site Council, etc. Every other year, there is a science fair that brings in scientists to help support classrooms in learning about a variety of scientific inquiry in order to develop project-based learning with a celebration, presentation culminating event at Hatfield Marine Science Center. In addition, teachers have the opportunity to participate in Science partnerships through the MSP Grant, the Seal Grant, and ocean literacy education.
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 10/03/2013
	Evidence:	The school's Title Specialist leads the staff in developing the school improvement plan each year which includes all of the required components such as parent and family involvement and eliciting parent responses to documentation which includes compacts, handbooks, and surveys. These documents are available in English and Spanish. At the October family night, the principal and Title Specialist review the SIP through Indistar providing parents access with usernames and passwords. Feedback is encouraged. In addition, access to the SIP/CAP is referenced on the school's webpage for easy access at any time.
Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
	Evidence:	* Cafe and Parenting classes are offered in order to support families who need help with their children's education - socially and academically. * Monthly family nights will offer opportunities for parents to learn specific strategies to help their children at home in reading and math. * Twice a year parents attend conferences with each child's teacher in order to be informed of the child's progress. The are provided with detailed documentation through STAR around student achievement. They are also offered in English as well as Spanish. * The school's website stays current with information that enables parents to stay informed of academics and activities. In addition, teachers send weekly newsletters along with a note from the principal once a month. There is also a one-call system that keeps families

		<p>informed of upcoming events along with two reader boards in the front of the school.</p> <ul style="list-style-type: none"> * The backpack program supports identified families in need of extra services on a weekly basis. * The 21st Century program offers after-school tutoring as well as enrichment around ocean literacy and STEAM (Science, Technology, Engineering, Art, and Math). Sam Case Primary has the highest student enrollment in the district. * Character Education is offered to every child through classroom instruction and or specials. Topics include: 8 essentials, friendship groups, TRIBES, problem solving groups, 7 Habits of Highly Effective Kids, Bucket Filling, etc. * Development recess offers students an opportunity to take ownership of their actions, problem-solve, as well as make restitution. * Students identified as high-achieving receive enrichment opportunities daily by a trained certified teacher. * Monthly teachers attend staff development and/or opportunities to collaborate through an early release school day. Activities include but are not limited to team building, analyzing data, math and reading support, and ways to support parent involvement.
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 10/03/2013
	Evidence:	<p>During Open House prior to the first day of school, parents visited classrooms and received information about how they can become involved in the school.</p> <p>Parents come to the school to participate in the following ways:</p> <ul style="list-style-type: none"> * instructing small reading groups * one-on-one reading and math support * attending field trips * family nights * conferences * teacher support in regards to the preparation of materials * classroom volunteers around celebrations * Site Council * Boosters * Fundraisers <p>All of these opportunities are under the guidance of classroom teachers and or administrative personnel.</p>
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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2013
	Explain why not a Priority or Interest:	Currently, the school follow the state policy around Site Councils guidelines which include nominating members in the following categories: teachers, parents, community members, district personnel, classified staff, and administrators. Site council meets twice a year in order to review the SIP/CAP. At this time, there is no training for decision making and advisory committees beyond district employees.
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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2013

	Explain why not a Priority or Interest:	During the first parent teacher conference in October, school staff work with parents and students to set goals in order to promote student success. At the primary level, concerns are more focused on current levels of achievement and not as focused on post-secondary education and careers.
Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2013
	Explain why not a Priority or Interest:	Teachers provide weekly newsletters which give as well as elicit information about each child's academic and social progress along with goals and objectives for the week. Parent/teacher conferences, twice a year, provide opportunities for two-way communication.

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	Objective Met 5/31/2015		
Assessment	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 05/31/2015	
	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 would require resources - specifically time to map instruction to state standards.	
Plan	Assigned to:	Libba Sager	
	How it will look when fully met:	At different times, all licensed staff employees participated and continue to participate in the parsing of standards with grade levels across the district. Grade levels within our school continue to align instruction and analyze STAR data results, which are aligned to the CCSS. Marcy Doyle, Theresa Chirgwin, and Kim Haddon represent the school by continuing to work with the district leadership to finish aligning instruction to the units of study for the grade levels.	
	Target Date:	09/07/2015	
	Tasks:		
	1. Marcy Doyle, Kim Haddon, and Theresa Chirgwin attend monthly parsing events to continue the district work in creating units of study aligned with the CCSS.		
	Assigned to:	Marcy Doyle	
	Added date:	01/17/2015	
	Target Completion Date:	10/01/2014	
	Comments:	Marcy Doyle is our lead person for parsing and working to align the standards in our school as a district representative.	
		The parsing has been completed and the units are almost finished. They will be reviewed in the summer and ready to go for the next	

		school year.
	Task Completed:	03/23/2015
	2. All three kindergarten teachers participate in district meetings around the implementation of a new program next year. The kinder teachers from across the district, along with the district leadership meet twice a month to learn the new program in order to implement it next year.	
	Assigned to:	Linda Miller
	Added date:	01/17/2015
	Target Completion Date:	05/28/2015
	Frequency:	twice monthly
	Comments:	All three kinder teachers, along with the principal, attended the bi-monthly meetings around the new kinder program. As new teachers were hired, they also joined in if they could. For those who could not, additional opportunities will be provided to support this initiative.
	Task Completed:	05/28/2015
	3. All kinder teachers across the district will be attending the kindergarten conference in the spring.	
	Assigned to:	Linda Miller
	Added date:	01/17/2015
	Target Completion Date:	04/30/2015
	Comments:	The kinder conference was in February. All kinder teachers went with the C&I coordinator. In addition, the kinder cadre of teachers in the district meet every 2 weeks to learn about a program that will be implemented next year.
	Task Completed:	03/23/2015
Implement	Percent Task Complete:	
	Objective Met:	5/31/2015
	Experience:	5/31/2015 I attended the bi-monthly kinder meetings around the new kinder Structured Play program along with my kinder teachers.
	Sustain:	5/31/2015 To continue to work with Betsy Wilcox to attend trainings for kinder teachers as well as observations in the 201-2016 academic school year.
	Evidence:	5/31/2015 There are sign-in sheets and teachers received pay for attending meetings this year. Teachers developed their classroom schedules, ordered furniture through the bond office that will support this program, and collaborated in determining how to manage student behavior, allow for opportunities for students to engage in the structured play philosophy.
Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)	
Status	Objective Met 5/31/2015	
Assessment	Level of Development:	Initial: Limited Development 10/03/2013
		Objective Met - 05/31/2015

	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:	District and school-wide assessments (easycbm and STAR)	
Plan	Assigned to:	Sue McVeigh	
	How it will look when fully met:	STAR for math and reading as well as DIBELS and DRA will be given to all students. All students will be DIBELed and DRAed at the beginning and end of the year and others as necessary.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Sue McVeigh and her team will DRA and DIBEL every child at the beginning of the year to create a baseline and at the end of the year in order to determine a year's growth.		
	Assigned to:	Sue McVeigh	
	Added date:	05/31/2015	
	Target Completion Date:	05/29/2015	
	Comments:	The principal will extend hours for assistants in order to complete assessments in a timely fashion so instructional groups can begin early on and go through the entire year.	
	Task Completed:	05/29/2015	
	2. Teachers will STAR test their kids once a month in order to determine projected growth to inform instruction to ensure that students are on a trajectory to meet their goals. Sue McVeigh will compile data to support teachers and the principal.		
	Assigned to:	Sue McVeigh	
	Added date:	05/31/2015	
	Target Completion Date:	05/29/2015	
	Frequency:	monthly	
	Comments:	After each assessment, grade level teams will meet monthly to reassess instructional needs in order to place students deliberately in class as well as walk to read. During the monthly early release meetings, specialists (ESL teacher, Title reading specialists, and SPED teacher) will visit each grade level to support teachers.	
	Task Completed:	05/29/2015	
Implement	Percent Task Complete:		
	Objective Met:	5/31/2015	
	Experience:	5/31/2015 Teachers used STAR, DIBELS, DRA and other assessments on a regular basis in order to assess students' progress towards a year's growth. In order to support this objective, I purchased 2 additional ipad cards plus 5 ipads for each 3rd grade teacher to facilitate the taking of the STAR test as well as providing additional hours for assistants to complete DIBELS and DRAs on students.	
	Sustain:	5/31/2015 Eventually, we would like to get to 1:1 ratio for mini i-pads.	
	Evidence:	5/31/2015	

	Evidence:	All assessments have been completed and data compiled.	
Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)		
Status	Objective Met 6/8/2015		
Assessment	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 06/08/2015	
	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:	Data team meetings allow for the opportunity to reflect on student performance.	
Plan	Assigned to:	Libba Sager	
	How it will look when fully met:	Teachers will meet multiple times a week during their planning period which was extended beyond the 40 minute prep to analyze student assessments aligned with standards. In addition, they will meet once a month on early release for 3 hours as well as work with specialists for 30 minutes for each grade level.	
	Target Date:	06/05/2015	
	Tasks:		
		1. Provide early release monthly Wednesdays for time for grade levels to meet with specialists in order to analyze student data to inform instruction.	
	Assigned to:	Libba Sager	
	Added date:	05/31/2015	
	Target Completion Date:	05/06/2015	
	Comments:	Meet with staff to entertain feedback on the best way to schedule the specialists and any materials needed to make this a beneficial time.	
	Task Completed:	05/06/2015	
		2. Create a schedule that will allow for 60 minutes of prep/collaboration for teachers in order to support students in making a year's growth.	
	Assigned to:	Libba Sager	
	Added date:	05/31/2015	
	Target Completion Date:	06/11/2015	
	Comments:	The principal will visit grade levels weekly to provide support, inform, answer questions, and receive feedback.	
	Task Completed:	06/08/2015	
Implement	Percent Task Complete:		
	Objective Met:	6/8/2015	
	Experience:	6/8/2015 Each grade level had a 20 minute planning time every day.	
	Sustain:	6/8/2015 This is already in place for next year in the schedule.	
	Evidence:	6/8/2015 I attended these grade level meetings periodically as well as grade	

		levels having agendas. In addition, if I wasn't in attendance at least once a week, I checked in to see if the teachers had questions.
Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)	
Status	Objective Met 5/31/2015	
Assessment	Level of Development:	Initial: Limited Development 05/23/2013
		Objective Met - 05/31/2015
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently some classrooms use data in planning and delivering small group instruction. Using data to drive instruction is a newer process for some staff. We consistently use Title reading support staff to deliver small group instruction. To collect data on all students we use a variety of tools, including DIBELS, DRA, EasyCBM and OAKS. Our goal is to have all classroom teachers use data to inform and deliver small group instruction. Classroom teachers will collaborate to develop formative assessments, analyze data and plan instruction.
Plan	Assigned to:	Libba Sager
	How it will look when fully met:	Our goal is to have all classroom teachers use data to inform and deliver small group instruction. Classroom teachers will collaborate to develop formative assessments, analyze data and plan instruction.
	Target Date:	05/29/2015
	Tasks:	
	2. Each grade level has an hour planning time daily, which includes collaboration time around assessment data and planning for student interventions in addition to their prep time.	
	Assigned to:	Libba Sager
	Added date:	05/23/2013
	Target Completion Date:	05/29/2015
	Comments:	Administrator will visit each grade level meeting at least once a week.
	Task Completed:	05/29/2015
Implement	Percent Task Complete:	
	Objective Met:	5/31/2015
	Experience:	5/31/2015 It was necessary to schedule on my calendar times to visit grade levels. Actually, alarms were set to go off on my fitbit in order to remind me a grade level team meeting was occurring so that I would not miss it. It turned out that grade levels actually developed agendas in order to maximize this daily time.
	Sustain:	5/31/2015 Schedule with grade levels a set day and time to visit for next year to be more purposeful providing team building activities as well as informing, getting feedback, and working with teachers to support

		them in supporting students meeting their year's growth.
	Evidence:	5/31/2015 It is the end of the year, and I know that teachers met on a regular basis since I attended some of the team meetings and was knowledgeable about the others.
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 10/03/2013
	Evidence:	Selected teachers have taken on a variety of roles in order to support school-wide initiatives *Project-based learning *Balanced math *Differentiated Instruction *Time to Teach *STAR assessment *Data Coordinator as well as Testing Administrator *Common Core Standards Lead Teacher *Danielson Lead Teacher Support *Grade Level Representatives *Tribes
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
	Evidence:	Using the Danielson Framework and TalentEd application, there are goals and objectives that require teachers and the administration to complete all assigned activities within the timeframe established by the district. Walkthroughs, formal and informal observations are completed based on teachers' cycles. Teachers' self-assessments along with their SLGGs inform professional development opportunities.
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 10/03/2013
	Evidence:	Grade level representations have been identified and meet weekly. In order for all staff to participate, teachers rotate being a grade level rep. This team provides clear communication to all staff members included classified employees and reports back and information from staff such as questions, concerns, and clarification. In addition, all of the leadership roles established by the school, such as the data, CCSS, math, Danielson, project-based learning leaders contribute to the overall team structures that support all staff.
Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/03/2013
	Explain why not a Priority or Interest:	All administrators in the district attend monthly admin meetings in order to coordinate decisions around increased learning outcomes.

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 10/03/2013	
	Evidence:	The school leader has implemented and models a shared vision for equity, cultural competence and high expectations through the following: *TRIBES *CCSS *8 Essentials *English Language Development *Time to Teach *Differentiated Instruction *Using STAR to focus on students' specific learning deficits	
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)		
Status	Objective Met 5/31/2015		
Assessment	Level of Development:	Initial: Limited Development 10/03/2013	
		Objective Met - 05/31/2015	
	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:	to be developed	
Plan	Assigned to:	Libba Sager	
	How it will look when fully met:	Using STAR and other assessments to determine a year's growth will inform teachers' instruction for their classroom reading and math times as well as the 30 minute walk to read. When this is met, teachers will have the data to identify the percentage of students making a year's growth which should be at least 90% for both subjects.	
	Target Date:	05/29/2015	
	Tasks:		
	1. Have Vince come and show teachers how to set up their projected growth goal excel document and how to add to it each month.		
	Assigned to:	Libba Sager	
	Added date:	05/31/2015	
	Target Completion Date:	09/25/2015	
	Comments:	Jo Train from NIS created the Excel document and Vince Dye will help Sam Case teachers adjust to fit our students.	
	Task Completed:	09/25/2014	
	2. Teachers will use the Excel documents created with Vince Dye in order to determine projected growth goals in math and reading for all students. The Title department will lead the charge for completing DRAs and DIBELS for additional assessment data.		
	Assigned to:	Libba Sager	
	Added date:		

	Added date:	05/31/2015
	Target Completion Date:	05/29/2015
	Comments:	The teachers will use this data to create their SLGGS, to review mid-year, and to finalize at the beginning of the year in order to determine a year's growth for students in math and reading.
	Task Completed:	05/29/2015
Implement	Percent Task Complete:	
	Objective Met:	5/31/2015
	Experience:	5/31/2015 Teachers developed SLGGS in the beginning of the year, they were revisited mid-yr, and finalized at the end of the year.
	Sustain:	5/31/2015 We need to develop more specific guidelines around meeting goals.
	Evidence:	5/31/2015 All of the evidence is in Talent Ed under each teacher's portfolio.
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 10/03/2013
	Evidence:	Human Resources at the district level ensures that all hired staff are 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 10/03/2013
	Evidence:	Human Resources recruits and has a plan in place in order to retain highly qualified staff. Through the mentor grant, teachers receive valuable training and support.
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
	Evidence:	The school leadership team makes available the school improvement plan at the February Title Meeting. Throughout the year, parents are given access to view the plan in order to provide feedback, ask questions, or share concerns.
Indicator	LDR5.10 - School leadership facilitates a needs assessment based on student achievement and 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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/03/2013
	Evidence:	Through the required Title Data Documents which include the data description, analysis, and prioritization, all 5 key areas are documented in order to determine the needs of the school.