

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 30, 2016

Stagecoach Elementary School NCES - 50375001445

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 Full Implementation

Assess	Level of Development:	Initial: Full Implementation 11/13/2015
	Evidence:	A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas. Each grade has a team leader who is on the Leadership Team. This team leader provides the communication from Leadership Team to grade level teams and vice versa.
	Added date:	

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

Status Tasks completed: 2 of 3 (67%)

Assess	Level of Development:	Initial: Limited Development 10/21/2014
	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:	Each team operates with an agenda, keep minutes, stay focused, and follows through with the plans they make. Minutes are turned in to the principal weekly and questions are addressed, immediately or as soon as possible, as needed.

Plan	Assigned to:	Pam Wilson
	How it will look when fully met:	Teams will turn in agendas and notes weekly. This includes embedded sessions and team leader meetings.
	Target Date:	05/27/2016
	Tasks:	
	1. Team leaders will receive binders.	
	Assigned to:	Pam Wilson
	Added date:	10/21/2014
	Target Completion Date:	08/31/2015
	Comments:	Team leaders signed for binders. Preparing agendas and keeping minutes is standard operating procedure for effective teams. This helps each team member take ownership in the discussion and operations of the school.
	Task Completed:	8/31/2015 12:00:00 AM
	2. Team leaders received template for agenda and notes.	
	Assigned to:	Pam Wilson
	Added date:	10/21/2014
	Target Completion Date:	08/31/2015
	Comments:	A template with a sample agenda and meeting notes will be given to each team leader. This will help ensure an agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting.
	Task Completed:	8/31/2015 12:00:00 AM
	3. Team leaders will complete weekly notes and turn in to Principal weekly if they are not in meeting.	
	Assigned to:	Pam Wilson
	Added date:	10/21/2014
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	An agenda will be prepared for each team meeting. This gives each attendee the ability to know ahead of time what will be discussed and how to prepare for the meeting. It also gives each team member a sense of ownership in the overall improvement of the school. Detailed notes and accurate records will also be taken to ensure all objectives in the agenda have been met.
Implement	Percent Task Complete:	67%
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)	
Status	Tasks completed: 2 of 3 (67%)	
Assess	Level of Development:	Initial: Limited Development 10/21/2014
	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:	A Leadership Team, consisting of the principal, assistant principal, counselor, a teacher from each grade level (K-4), the process manager, an interventionist, and an activity teacher was established in July 2015. This team meets on a regular basis for planning and decision making within the school. These meetings include face-to-face and group emails This decision-making group is organized, plans, and monitors the school-wide activities. The members of the Leadership Team meet with their established teams to provide clear and concise communication with all members of the school community. Activities are monitored by the Leadership Team in order to use feedback for improvement in all areas.	
Plan	Assigned to:	Debbie Grimes	
	How it will look when fully met:	Team will meet monthly.	
	Target Date:	05/27/2016	
	Tasks:		
	2. Leadership Teams have been formed. We meet once monthly in the media center and several times monthly (as needed) for group email communication.		
	Assigned to:	Ann Rider	
	Added date:	12/02/2014	
	Target Completion Date:	05/27/2016	
	Frequency:	twice monthly	
	Comments:	The Leadership Team was formed consisting of the principal (Pam Wilson), assistant principal/instructional facilitator (Haley Beavert), school counselor (Ann Rider), process manager and teacher (Debbie Grimes), one teacher from each grade (Tracie Williams-K, Shae Haegerty (1st), Bridgette Cardona (2nd), Jessica House (3rd), Amanda Curtright (4th), math interventionist (Peggy Self), and activity teacher (Christy Launius). The Leadership Team will be headed by the principal, and duties will consist of ensuring communication and coordination among grade levels and throughout the school. The Leadership Team will operate with an agenda, keep minutes, stay focused, and follow through with the decisions made in the meetings.	
	3. Create student leadership teams. Teachers submitted one name to the principal. The first meeting will be held November 20th.		
	Assigned to:	Pam Wilson	
	Added date:	12/02/2014	
	Target Completion Date:	11/20/2015	
	Frequency:	four times a year	

		Comments:	To create a culture of community, a student leadership team was formed. These students are a part of a group that will share the common vision of what the school should be like. Students will give input on the Spirit Sticks, Family Nights, and "One Book, One School," in addition to other events and activities at the school. These students will communicate the information discussed in meetings to their classes to help promote communication and coordination of the activities.
		Task Completed:	11/20/2015 12:00:00 AM
	4. Instructional Teams for each grade level and special education/activities will be formed.		
		Assigned to:	Pam Wilson
		Added date:	03/06/2015
		Target Completion Date:	07/22/2015
		Comments:	Instructional Teams are formed consisting of each grade level. One team member will be appointed as "team lead" to provide an agenda, take meeting minutes, help the team stay focused, and to ensure the team follows-up to what plans are made during the meeting. Teams will discuss students to ensure instruction is planned accordingly and improvements are made over time. They will be guided by a common purpose and share a common vision, that reflects what the school should be like. The Instructional Teams will meet weekly, on Wednesday, during a shared planned time. Instructional Team leaders are Tracie Williams (kindergarten), Shae Hearnerty (1st grade), Bridgette Cardona (2nd grade), Jessica House (3rd grade), Amanda Curtright (4th grade), and Christy Launius (special education/activities).
		Task Completed:	7/22/2015 12:00:00 AM
Implement	Percent Task Complete:		67%
School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principals will monitor instruction in classrooms by observation and weekly lesson plans.	
Plan	Assigned to:	Pam Wilson	
	How it will look when fully met:	Principals will monitor classroom instruction. TESS evaluations and district requirements.	

	Target Date:	05/27/2016
	Tasks:	
	1. Principals will conduct classroom walk through	
	Assigned to:	Haley Beavert
	Added date:	10/21/2014
	Target Completion Date:	05/27/2016
	Frequency:	daily
	Comments:	The principal, being the instructional leader of the school, will be visible daily in the classrooms, focusing on rigorous instructional practices. The principal will be deeply involved in the instructional program and pedagogy. Providing knowledge in effective practices, giving encouragement and regular feedback, and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems will help improve student performance.
	2. Classroom teachers will turn in lesson plans weekly by Monday morning.	
	Assigned to:	Pam Wilson
	Added date:	03/06/2015
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	Teachers will be required to turn in their lesson plans (either electronically or hard copy) to the principal by 9:00AM on the first day of the school week. By doing this, the principal can monitor and support teachers in their daily progress and provide positive feedback in order to improve student performance and improve classroom instruction.
Implement	Percent Task Complete:	0%

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator **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)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	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:	Principals observe frequently to see daily, highly-effective instruction. They give detailed feedback to teachers and staff to ensure that high-quality instruction and clear, concise communication is used throughout the building. Principals then conduct one-on-one conferences to help support teachers by developing their skills and using peers to enhance the learning process. TESS is used for accountability and to help principals and teachers determine level of expertise and professional development needs by using the TESS rubrics. They then conduct professional development to help teachers improve and/or introduce new skills. The principals also gather data, such as the SAI survey conducted in March, to determine the needs of individual teachers as well as building-wide. All this is to keep students at the center of our purpose.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers develop individual professional development plans with the use of feedback from principals during classroom observations, team meetings, and through the use of SAI surveys. Recent professional development included training on Google classroom and formative assessments.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/02/2016	
	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:	Staff members attend professional development based on curriculum focus for the year and some choice.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

School Leadership and Decision Making

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: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	<p>The extended learning time program this year will be different from years past. Project Based Learning will be the design for this year's after school instructional boot camp. Teachers will be provided with professional development in order to help to them use extra school time effectively. Brainstorming with teachers and staff will help determine how to restructure the school day so that the students who need the most support are given more instructional opportunities. Literacy and math interventionist help provide support to students and teachers daily through pull out and push in programs. Leadership will create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement. Improvement will be made upon ongoing assessments, feedback from students, parents and staff.</p>	
Plan	Assigned to:	Debbie Grimes	
	How it will look when fully met:	<p>Read about project based learning for after school programs. Students at risk will be offered after school tutoring for an extended day learning opportunity in the spring. Block scheduling is provided for both literacy and math throughout the year.</p>	
	Target Date:	04/29/2016	
	Tasks:		
		<p>1. In efforts to engage students in an extended day through supplemental educational services, Cabot School District has allocated funds to provide Project Aspire to students at risk academically. The purpose of this extended day performance-based learning is to help students become more confident in problem-solving, provide those in need with a supportive instructional opportunity, and engage students in science, technology, engineering, and mathematics (STEM) projects. Students in grades 3 and 4 will be offered this opportunity based on teacher observation and struggling student achievement. Administration will implement professional development to aid teachers in using extra school time effectively. Teacher observation and data collected from summative assessments and ACT Aspire results will help to create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.</p>	
		Assigned to:	Debbie Grimes
		Added date:	03/28/2016
		Target Completion Date:	04/22/2016

		Comments:	
Implement	Percent Task Complete:		0%
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	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:	Cabot Public Schools is and has been a district with competitive salaries, support, professional development, and high-quality and state-of-the-art technology, and high expectations for all faculty, staff, and students. The district provides mentors for each novice teacher in order to help prepare them for a successful first year and beyond.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
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	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	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:	Ann Rider, our school counselor, plans hands-on opportunities for students to explore different careers during Career Week. Community members are encouraged to attend and present to students about their careers. Students are also given the opportunity to dress as their aspiring career. Mrs. Rider will also talk about students's future stories.	
Plan	Assigned to:	Not yet assigned	

		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	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	Our grade level instructional teams use instructional units and plans, and formative and summative assessments to align their curriculum with Common Core standards and district pacing guides. Differentiation of instruction, aligned to standards, is provided for students as teams work together to support those needs. Teams plan together, create and share activities, and communicate strategies used in order to work smarter and not harder.	
Plan	Assigned to:	Pam Wilson	
	How it will look when fully met:	During PLC times we are currently discussing struggling students.	
	Target Date:	04/29/2016	
	Tasks:		
	1. Teacher Instructional Teams, organized by grade-level, grade-level cluster, or subject area, meet weekly to develop instructional units, formative assessments, and instructional plans. Using the Common Core Standards, state standards, and Cabot Public Schools pacing guides, units have been developed to ensure continuity throughout the district for grade levels and vertical teams. Teachers work together to share ideas and to help meet the needs of all students by differentiating curriculum in various ways, including technology. Teachers also use a variety of formative and summative assessments to determine outcome of effective teaching practices. Teachers observe effective teachers within the building and district in order to obtain ideas to enhance their own learning environment. Teachers of students with disabilities communicate regularly with the general education teachers in order to include all students in the classroom. Teachers of all students need to possess knowledge about the varied characteristics and instructional needs of students in special education, which is enhanced through communication and instructional plans.		
	Assigned to:	Pam Wilson	
	Added date:	03/28/2016	
	Target Completion Date:	09/09/2015	
	Frequency:	weekly	
	Comments:		
Implement	Percent Task Complete:	0%	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 03/29/2016	
	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:	Our school uses a variety of assessments throughout the year to determine proficiency of standards taught. Cabot School District provides end-of-module assessments for math modules. These are given after each module, approximately 7 per year. Results are reviewed by the teams to determine mastery of content and make adjustments in instructional plans as needed. Formative assessments (formal and informal) are also given throughout units. Pre-assessments, formative, and summative assessments are given in areas of mathematics, reading (DIBELS, Developmental Reading Assessment, Oral Reading Fluency, etc.), word study (Developmental Spelling Assessment), social studies, and science. Annual assessments such as state standards assessments and standardized achievement tests are given each April.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

Classroom Instruction

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 Tasks completed: 0 of 3 (0%)

Assess	Level of Development:	Initial: Limited Development 10/21/2014	
	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:	Teachers are required to use district pacing guides to align Common Core standards, curriculum, instruction, and assessment. Teachers use common assessments at the end of each math module to determine the needs of students in terms of intervention and future instruction. The district provides rubrics within literacy and math to help teachers assess students similarly across the district. Teachers are provided science and social studies units that include assessments within those disciplines to ensure a consistent curriculum, pacing, and vertical alignment throughout the grade levels.
Plan	Assigned to:	Pam Wilson
	How it will look when fully met:	Teachers will use pacing guides to guide instruction. Teachers will complete and turn in lesson plans weekly.
	Target Date:	05/27/2016
	Tasks:	
	1. Teachers will turn in lesson plans weekly	
	Assigned to:	Pam Wilson
	Added date:	10/21/2014
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	Teachers will be required to turn in their lesson plans (either electronically or hard copy) to the principal by 9:00AM on the first day of the school week. By doing this, the principal can monitor and support teachers in their daily progress and provide positive feedback in order to improve student performance and improve classroom instruction. These lesson plans will reflect the district's curriculum guides in the subjects pertaining to their area of instruction.
	2. Teachers will use wiki for literacy pacing guides and lessons.	
	Assigned to:	Pam Wilson
	Added date:	10/21/2014
	Target Completion Date:	05/27/2016
	Frequency:	weekly
	Comments:	Kindergarten through 4th grade teachers will use the district's pacing guide located on the district's wiki. Literacy specialists within the district have developed these lessons, using Common Core curriculum. These pacing guides are given to align curriculum, instruction, standards, and assessment in order to provide a clear direction for instruction. The documents help ensure that students across Cabot Public Schools are being provided the same curriculum, instruction, and expectations. It also ensures that there is coherence not only within the grade level, but vertically as well.
	3. Teachers will use Engage NY for math pacing.	
	Assigned to:	Pam Wilson
	Added date:	10/22/2014
	Target Completion Date:	05/27/2016

		Frequency:	weekly
		Comments:	Kindergarten through 4th grade teachers are given unit modules of Engage NY lessons, aligned with Common Core curriculum, as well as additional resources located on the district's wiki. These unit modules, in the form of pacing guides, align curriculum, instruction, standards, and assessment in order to provide a clear direction for instruction. The documents help ensure that students across Cabot Public Schools are being provided the same curriculum, instruction, and expectations. It also ensures that there is coherence not only within the grade level, but vertically as well.
Implement	Percent Task Complete:		0%
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 11/10/2015	
	Evidence:	Lesson plans are turned in or emailed by Monday at 9 am.	
		Added date:	
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 11/10/2015	
	Evidence:	Embedded training, teacher have assessment samples, data wall, exit tickets	
		Added date:	
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 10/21/2014	
	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:	Students will be highly engaged.	
Plan	Assigned to:	Pam Wilson	
	How it will look when fully met:	Students will be highly engaged in classrooms. This is an on-going task.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Teachers will develop lesson plans that provide opportunities for engagement.		
		Assigned to:	Haley Beavert

		Added date:	10/21/2014
		Target Completion Date:	05/27/2016
		Frequency:	weekly
		Comments:	Teachers will engage students in lesson content and materials and employ strategies to keep students on track. Bloom's Taxonomy will be a focus in lesson plans and in the classroom. Students will be given activities that provide opportunities which encourage and require learners to actively participate.
	2. Teachers will maintain high engagement levels using frequent behavior checks.		
		Assigned to:	Haley Beavert
		Added date:	03/06/2015
		Target Completion Date:	05/27/2016
		Frequency:	daily
		Comments:	Teachers will create emotionally and intellectually safe classrooms. Students who are encouraged by their teacher and classmates will be more effectively engaged in challenging tasks. Teachers must be acutely aware when students are or are not paying attention and deeply engaged in a lesson or activity. Noticing and monitoring task commitment in students and level of engagement allows teachers to redirect students efficiently and effectively, while providing additional instruction or reinforcement for struggling students.
Implement	Percent Task Complete:		0%

Classroom Instruction

Provide a tiered system of instructional and behavioral supports and interventions

Indicator IIID04 - The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 03/02/2016
	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:	Grade level teams meet to discuss students and progress. RTI team meets regularly. Interventionists collaborate with teachers.
Plan	Assigned to:	Not yet assigned
	Added date:	

Family Community Engagement

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

Indicator 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)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 11/13/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers communicate weekly via newsletters, Class DOJO, Smore, emails, phone calls, and notes. The principal also sends an electronic email newsletter (and a printed copy to those who do not have email) to all parents/families to communicate upcoming activities and additional information. Parents, school staff, and students share responsibility for improving academic achievement because these forms of communication describe how the school and parents can work together to help students achieve both academically and socially. Math module parent letters are also sent on a regular basis with tips on how to help students at home. Additionally, the math interventionist regularly sends home newsletters that include math games to help develop fluency and confidence in struggling students.	
Plan	Assigned to:	Ann Rider	
	How it will look when fully met:	IN addition to administration, each teacher is of making the connection between home and school. Parental support and clear, concise communication between home and school is a huge priority in order to meet the needs of each students and family in the school and district. Regular events are held throughout the year to encourage parents and community members to be a part of the learning environment. This includes a Veteran's Day breakfast for military personnel and their families, a PTO sponsored Hoe Down, Winter Family Night, 1st and 3rd grade music programs, Family Night/Art Show, Kindness Challenge, One Book One School, Parent/Teacher conferences held in October and March, as well as bi-weekly principal newsletters, weekly newsletters from teachers to their families, class DOJO, Fitness Frenzy, and several class events/parties throughout the year. Volunteers are encouraged and welcomed to each event as well as to help in the teacher's work room on daily tasks and projects.	
	Target Date:	05/20/2016	
	Added date:		