

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.

October 30, 2016

North Pole Elementary NCES - 20060000651

Fairbanks North Star Borough School District

Alaska STEPP - School Indicators

Key Indicators are shown in **RED**.

Curriculum		
Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.		
Indicator	1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY,SWP)	
Status	Objective Met 9/29/201510/7/2016	
	Rubric Score:	2
Assess	Level of Development:	Initial: Limited Development 09/28/2013
		Objective Met - 09/29/2015 10/07/2016
	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:	Currently, the district has aligned its curricula with the AK State Standards; we are implementing the district's curriculum. The district has modified math to align with the AK State Standards. The Instructional leader continues to assure the implementation of the AK State Standards via Leadership Team meetings, classroom observations, and the reading of teacher lesson plans. In addition, we have started the further implementation and alignment of the AK State Standards this school year in our PLC's. We are selecting power standards, aligning the standards K-5, unwrapping the standards, creating common assessments, and creating pacing guides. All of this work will be accomplished at the end of the school year. We anticipate being at full implementation of this indicator at the beginning of next school year. Note 10/1/15: Our purchase of Accelerated Reader with Title I funds also helps to meet this criteria.
Plan	Assigned to:	Rebecca Baxter
	How it will look when fully met:	This school year we are creating power standards, vertical alignment, learning targets, common assessments, and pacing guides for next school year. These are all focused on the AK State Standards. When all of this work is completed we will meet this indicator.
	Target Date:	09/01/2014

	Tasks:	
	<p>1. Selection of power standards Vertical alignment of standards Creation of learning targets Creation of common assessments Creation of pacing guides Delivery of common assessments in 2014-15 school year Note from 10/29/14: We are moving forward with our implementation of common assessments. Some grade levels are administering them, but some grade level teams need more help and support. Grades three, four, and five are making good progress. Grades K-2 are legitimately struggling with balancing the AKSS with foundational skills.</p>	
	Assigned to:	Rebecca Baxter
	Added date:	09/28/2013
	Target Completion Date:	09/01/2014
	Frequency:	weekly
	Comments:	Informational text, literary text, and writing have been vertically aligned. Power standards have been selected for these areas. Targets have been created from the power standards. Common assessments have been created for these three areas. Summative assessments will be created for each power standard next school year. Math was tabled for next year, as we are adopting a new curriculum, and we need to see the results of district level curricular work. Math we will finish quickly next year. We continue to implement the district approved curriculum, which is "aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards." Our PLC curricular work has also reached a place where it is further insuring that building assessments are aligned with AKSS. 8/19/2015
	Task Completed:	8/19/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	9/29/2015 10/7/2016
	Experience:	9/29/2015 Our PLC time and work allowed us to meet this objective. 9/29/2015 This objective was fully met through our PLC work. 4/27/16 We continue to meet this objective in PLC's.
	Sustain:	9/29/2015 We need to continue to monitor, assess, and refine our PLC curricular work. 9/29/2015 We need to continue to assess, monitor, and refine our PLC work. 4/27/16 We continue to meet this objective in PLC's.
	Evidence:	10/7/2016 This work is being done weekly in PLC's at NPE. Monthly PLC artifacts on formative, aligned assessments, which measure district curriculum and state standards. 9/29/2015 Grade level PLC artifacts reveal that this work is completed. 9/29/2015 PLC artifacts and work products reveal that this objective is fully implemented. 4/27/16 We continue to meet this objective in PLC's.
Indicator	1.04 - School staff use a variety of assessment data to systematically review and identify gaps in the curricula.(326)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 10/13/2011

Evidence:	Yearly, we review our SBA data. We break our data down by grade level to identify strengths and weaknesses to determine areas that need improvement. The areas of school development are based on identified needs such as Thinking Maps, functions and relationships in math, to name a few.
	Note from 10/29/14: Last spring we reviewed our longitudinal SBA data from the past decade. We identified writing as the area the needs the most focus and attention.
	Note from 10/1/15: Accelerated Reader assessments are also used to meet this criteria.

	Added date:
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Indicator 1.05 - School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)

Status Full Implementation

Rubric Score:	3
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Assess	Level of Development:	Initial: Full Implementation 09/28/2013
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Evidence:	The building provides universal screening in mathematics and reading three times a school year. We will continue to refine and optimize the RTI process in our building. Our future implementation of common assessment will further address this objective.
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	Added date:
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Assessment

Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

Indicator 2.01 - School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.(328)

Status Objective Met 9/29/201510/7/2016

Rubric Score:	2
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Assess	Level of Development:	Initial: Limited Development 09/28/2013
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Objective Met - 09/29/2015 10/07/2016

Index:	9	(Priority Score x Opportunity Score)
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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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Describe current level of development:	This objective will be met when we have fully implemented our pacing guides and common assessments at the start of next school year.
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Plan	Assigned to:	Sandy Boyle
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	How it will look when fully met:	Power standards, vertical alignment, learning targets, common assessments, and pacing guides will be stored in a central location. Staff will deliver common assessments on assigned dates with fidelity. As said with the previous objective, this objective will be addressed in our weekly PLC meetings.
	Target Date:	09/01/2014
	Tasks:	
	1. Selection of power standards Vertical alignment of standards Creation of learning targets Creation of common assessments Creation of pacing guides Delivery of common assessments in 2014-15 school year	
	Assigned to:	Sandy Boyle
	Added date:	10/28/2013
	Target Completion Date:	09/01/2014
	Comments:	Informational text, literary text, and writing have been vertically aligned. Power standards have been selected for these areas. Targets have been created from the power standards. Common assessments have been created for these three areas. Summative assessments will be created for each power standard next school year. Math was tabled for next year, as we are adopting a new curriculum, and we need to see the results of district level curricular work. Math we will finish quickly next year. Note from 10/29/14: We are moving forward with our implementation of common assessments. Some grade levels are administering them, but some grade level teams need more help and support. Grades three, four, and five are making good progress. Grades K-2 are legitimately struggling with balancing the AKSS with foundational skills. Note from 8/19/2015: Informational text, literary text, and writing have been vertically aligned. Power standards have been selected for these areas. Targets have been created from the power standards. Common assessments have been created for these three areas. Summative assessments will be created for each power standard next school year. Math was tabled for next year, as we are adopting a new curriculum, and we need to see the results of district level curricular work. Math we will finish quickly next year. We continue to implement the district approved curriculum, which is "aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards." Our PLC curricular work has also reached a place where it is further insuring that building assessments are aligned with AKSS. 8/19/2015 4/27/16 We continue to meet this objective in PLC's.
	Task Completed:	8/19/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	9/29/2015 10/7/2016
	Experience:	9/29/2015 Our PLC work helped us to complete this objective.
	Sustain:	9/29/2015 We need to continue to monitor, assess, and refine our PLC common assessments.

	Evidence:	10/6/2016 We continue to build our PLC work around formative and summative assessments. Teachers discuss formative assessments monthly. The principal gives teachers feedback regarding whether or not their formative assessments are successfully aligned. Each formative assessment is linked with a summative assessment. 9/29/2015 Artifacts and work products from our PLC's.
Indicator	2.02 - School staff use established systems for collecting, managing, analyzing, and accessing data.(1011)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We currently have school-wide systems for managing and accessing data through universal screening, AIMSweb, and Accelerated Reader. Our future implementation of common assessments will further meet this indicator in the area of classroom-based formative assessment.
	Added date:	
Indicator	2.03 - School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.(331)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	10/6/16 We continue to utilize AIMSWEB for universal screening. In addition, MAP testing has been added for grades three, four, and five. Both of these assessments occur tri-annually. We used Title I funds this school year to provide staffing for a Title I Literacy Coach and two Academic Intervention Aides. This staffing has allowed us to maintain K-5 universal screening. It has also allowed more support to teachers, especially with the Literacy Coach, to go over universal screening data and develop classroom strategies and interventions to meet students' needs.
	Added date:	
Indicator	2.04 - School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.(333)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 10/13/2011

	Evidence:	School staff review SBA data in all tested content areas, and we will continue to ensure that it is consistently used.	
		SBA data trends are presented to staff every school year, and disaggregated data is given to teachers every school year to identify the success of past students and the current performance levels of their present students.	
	Added date:		
Instruction			
Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
Indicator	3.01 - School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.(334)		
Status	Full Implementation		
	Rubric Score:	3	
Assess	Level of Development:	Initial: Full Implementation 09/28/2013	
	Evidence:	Our PLC process ensures that all instructional activities are aligned with AK State Standards.	
	Added date:		
Indicator	3.02 - School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards. (335)(KEY,SWP)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assess	Level of Development:	Initial: Limited Development 09/29/2015	
	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:	10/6/16 We have switched from a pullout RTI model to a push in MTSS model. We need to work to meet the needs of all Tier II students. Teachers also need more work and guidance implementing the program (PALS) that will help to insure Tier II interventions. We continue to refine and improve our multi-tiered systems of support for struggling students. We also need to transition our of Title I next year, and prepare for an intervention model with less staffing.	
Plan	Assigned to:	Mark Winford	
	How it will look when fully met:	When have comprehensive staffing to meet student intervention needs. And the year after next when we have a model to provide intervention without extra staffing.	
	Target Date:	05/19/2017	
	Tasks:		

	1. 10/6/16 By the end of the school year, grade level teams will have a clearly written plan regarding how they are servicing all Tier II students. Grade level teams will have their plans completed by the end of the school year.
	Assigned to: Mark Winford
	Added date: 10/07/2016
	Target Completion Date: 05/24/2017
	Comments:
Implement	Percent Task Complete: 0%
Indicator	3.04 - School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY,SWP)
Status	Objective Met 9/27/201210/7/2016
	Rubric Score: 2
Assess	Level of Development: Initial: Limited Development 10/13/2011
	Objective Met - 09/27/2012 10/07/2016
	Index: 4 (Priority Score x Opportunity Score)
	Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: All teachers are constantly observing, assessing and re-teaching, but our next step is to ensure that all teachers are using the formative assessment data to guide teaching practices. 9/30/15 We continue to refine and work on our PLC common assessments. Staff need more training in how to share data and go over formative assessment results. But we are certainly progressing toward full implementation of this objective.
Plan	Assigned to: Mark Winford
	How it will look when fully met: All staff will be using formative assessment in reading, writing, and mathematics. This will be proven through pacing guides and the completion and analysis of the common assessments. Common assessments will be stored in a building-wide binder. This objective is addressed weekly in our PLC meetings.
	Target Date: 09/01/2014
	Tasks:
	1. Selection of power standards Vertical alignment of standards Creation of learning targets Creation of common assessments Creation of pacing guides Delivery of common assessments in 2014-15 school year
	Assigned to: School Staff
	Added date: 10/13/2011
	Target Completion Date: 09/01/2014

		Comments:	Next school year we will implement common assessments for reading, writing, and math. Note from 10/29/14: We are moving forward with our implementation of common assessments. Some grade levels are administering them, but some grade level teams need more help and support. Grades three, four, and five are making good progress. Grades K-2 are legitimately struggling with balancing the AKSS with foundational skills.
		Task Completed:	5/23/2014 12:00:00 AM
	2. Share collected formative assessment ideas with all staff.		
		Assigned to:	School Staff
		Added date:	10/13/2011
		Target Completion Date:	03/30/2012
		Comments:	Teachers successfully collected formative assessment ideas and shared them with all staff during scheduled staff meetings throughout the 2011-12 school year.
		Task Completed:	5/25/2012 12:00:00 AM
	3. We need to just continue finalizing the curricular work on common assesments that we began last year. The tasks have already been outlined,.		
		Assigned to:	Mark Winford
		Added date:	10/29/2014
		Target Completion Date:	05/22/2015
		Frequency:	weekly
		Comments:	Our curricular work in this area has been completed. We now have an accountability system in place in PLC's to effectively monitor teacher's common assessments. Teachers will cyclically refine their assessments. We now have a good system in place to meet this objective.
		Task Completed:	4/20/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		9/27/2012 10/7/2016
	Experience:		9/27/2012 This was an objective that we just did not have enough information about as a staff. Our challenge was that we had not communicated with each other prior to last year about formative assessment. Teachers were using formative assessment, but we could not say with certainty that ALL were using it in ALL content areas. We can now state that as a fact. 4/20/2016 The challenging work with this objective has been working with teachers on an appropriate artifact. Administration worked with staff to get feedback on an appropriate artifact.
	Sustain:		9/27/2012 We will continue our conversations in PLCs and staff meetings on the topic of formative assessment and student achievement. 4/20/2016 We will continue with our current PLC artifact system.

	Evidence:	10/6/16 We continue to address this objective in our weekly PLC work. Staff continue to work with the data from their formative assessments. Building leadership continues to monitor and give feedback on teachers' formative assessments. MAP also provides teachers with data from formative assessments. We are addressing this objective this year in our PLC's. We will reevaluate our progress on this objective in August 2014. 4/20/2016 Teachers are submitting their artifacts monthly. I continue to give them feedback and guidance on their assessments.	
Indicator	3.05 - School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to meet or exceed the state content standards.(339)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assess	Level of Development:	Initial: Limited Development 09/28/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We will fully implement this indicator when we provide staff development on Depth of Knowledge for our common assessments. We will also address this building-wide with PBIS guidelines for success. Our building-wide vision statement also incorporates critical-thinking, so we are addressing this indicator continuously, long-term. 9/30/15 More work is still needed with this indicator. Building leadership is gathering resources and prepping professional development in this area. We need to fully address foundational instruction before we tackle this objective. We are still one or two years out with fully implementing this objective.	
Plan	Assigned to:	Mark Winford	
	How it will look when fully met:	When this objective is fully met common assessment will be administered in classrooms on prescribed dates. Common assessments will include items at DOK three and four level.	
	Target Date:	09/01/2014	
	Tasks:		
	1. We need to conduct professional development on Webb's Depth of Knowledge. This will occur in the second half of the school year, before the creation of our common assessment items. Next school year Webb's Depth of Knowledge and Critical-Thinking will be our building-wide professional development focus. Critical-thinking was identified by staff as a central component of our vision statement; this is an important element of all our school improvement efforts.		
	Assigned to:	Mark Winford	
	Added date:	10/28/2013	
	Target Completion Date:	05/17/2017	

		Comments:	We have made significant progress on this objective, as common assessments have included DOK items, and student will be assessed on these items. But more professional development needs to occur on this topic K-5. Work on the Danielson evaluation instrument has also been made a priority by the district this school year, which has pushed critical-thinking to the on-deck circle. Building administration is also currently seeking resources and training to get further information on implementing DOK in classroom at the elementary level. We have certainly made significant progress in this area, but more work still needs to be done to complete this objective. Note added 4/20/16. We are still working on this objective. School admin will be attending a Critical Thinking conference over the summer. The plan is to use this training to do professional development with staff in this area next school year. Eventually, this objective will be met by monitoring teacher's common assessments. We need to make sure that high learning standards are actually assessed with students. We will also use the Danielson evaluation instrument to address this.	
Implement	Percent Task Complete:		0%	
Supportive Learning Environment				
Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.				
Indicator	4.01 - School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)			
Status	Objective Met 10/29/2014			
	Rubric Score:		2	
Assess	Level of Development:		Initial: Limited Development 09/28/2013	
	Objective Met - 10/29/2014			
	Index:		9	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		We are currently addressing this indicator through our CHAMPS professional development. Every two weeks we meet as a staff to participate in a UAF for-credit CHAMPS class. Ten staff members are currently taking this class for credit. All certificated staff members participate in the training. 9/30/15 Since our CHAMPS class, we have done very good work implementing this objective. New staff that have started after the class are given new copies of the CHAMPS books so they too can implement CHAMPS strategies in their classroom.	
Plan	Assigned to:		Sandy Boyle	
	How it will look when fully met:		Upon the completion of our staff CHAMPS professional development, we will have met this indicator.	
	Target Date:		09/01/2014	

	Tasks:	
	1. Ten staff members are taking the CHAMPS class for credit. This team will create building-wide and classroom-specific behavioral expectations. Their work will be completed by the end of this school year. They will create building-wide guidelines for success. Refine rules for common areas. And establish common expectations for classroom management.	
	Assigned to:	Sandy Boyle
	Added date:	10/28/2013
	Target Completion Date:	09/01/2014
	Comments:	Our CHAMPS class was a great success, but we need to continue work on building-wide behavioral expectations next school year. We continue to refresh and work with CHAMPS in staff meeting and in classrooms. 4/27/16
	Task Completed:	10/29/2014 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	10/29/2014
	Experience:	10/29/2014 We had great success with our CHAMPS class last school year. Voice levels and classroom expectations were clearly visible in classrooms last school year. There was great discussion in our CHAMPS trainings with the whole staff after school.
	Sustain:	10/29/2014 We need to keep educating new staff on CHAMPS. Work with classified staff needs to be done. Each new teacher is given a CHAMPS book as a resource when they start. I have a CHAMPS observation feedback form that I will use in classroom observations.
	Evidence:	10/29/2014 We see it in classrooms. Building-wide CHAMPS expectations are posted. We have positive behavior referrals for students. Our Proud Husky inventive program has been revamped to focus on targeted behavior from our CHAMPS building guidelines for success.
Indicator	4.02 - School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We have rules and procedures for all common areas in the building. The effectiveness of these rules and procedures in constantly being assessed and addressed.
	Added date:	
Indicator	4.03 - School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports. (344)(KEY,SWP)	
Status	Objective Met 10/7/2016	
	Rubric Score:	2
Assess	Level of Development:	Initial: Limited Development 04/20/2016
		Objective Met - 10/07/2016

	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:	10/6/2016 The principal weekly models our behavioral guidelines for success on the video announcements. Teachers are posting behavioral expectations in their classrooms. CHAMPS techniques continue to be used, but we need to do more work on training and consistency with CHAMPS. We have recognized the need to systemically address student behavior in the building. We know that we need clear and consistent behavioral plans for our students. We need more consistency with when behavior is referred to administration and how it is handled in the classroom. We need to implement consistent behavior interventions, and we need to develop a consistent and reliable system for managing these interventions. Clear procedures for classroom removals need need to be outlined. Clear procedures for what students do when removed from a class also needs to be communicated with staff. We also need clear procedures for what students do in in-school suspension.	
Plan	Assigned to:	Mark Winford	
	How it will look when fully met:	A clear written plan will be in place with checklists and procedures to manage student behavior clearly outlined. Staff will periodically discuss and monitor the effectiveness of the plan. Behavior data will be quantified and monitored to measure success (discipline referrals, detentions, classroom removals, etc.). The success of the behavioral interventions will also be measured to determine their success.	
	Target Date:	05/17/2017	
	Tasks:		
	1. Create clear behavior procedures and plans to meet this objective.		
	Assigned to:	Mark Winford	
	Added date:	04/20/2016	
	Target Completion Date:	08/17/2016	
	Comments:	10/6/2016 This school year. We have implemented new SST, detention, student classroom removal, and discipline referral procedures. Many procedures are in already for this objective. They just need to be gathered and presented to staff. They will be next year when the new staff handbook is presented to staff.	
	Task Completed:	10/6/2016 12:00:00 AM	
Implement	Percent Task Complete:	100%	
	Objective Met:	10/7/2016	
	Experience:	10/7/2016 We needed to collaborate and work as a staff on this objective.	

	Sustain:	10/7/2016 We need to be consistent with our adopted behavioral procedures, and we need to continue to monitor these procedures.
	Evidence:	10/7/2016 *new detention forms *PowerPoint outlining new behavioral procedures *discipline plan/policy *positive behavior referrals *behavior aide logs *SST meetings and SST documentation
Indicator	4.04 - School staff consistently implement a school-wide attendance policy.(345)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We currently follow the district's attendance policy. We also call all parents who have students that are unexcused absent.
	Added date:	
Indicator	4.05 - School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 10/07/2016
	Evidence:	10/6/16 Our 21st Century ASP program identifies students in need of extended school day services. We provide academic support and enrichment for these students. We take attendance in ASP and ASP monitors student success. Teachers and parents are also surveyed at the end of the year regarding the programs success.
	Added date:	
Indicator	4.06 - School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assess	Level of Development:	Initial: Limited Development 10/07/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	10/6/16 We need some direct, intentional training on our cultural awareness and the learning styles of diverse students.
Plan	Assigned to:	Mark Winford

	How it will look when fully met:	Teachers will have a repertoire of culturally responsive teaching strategies. Teachers will understand the learning needs and traditions of the diverse cultures in their classrooms.
	Target Date:	05/18/2018
	Tasks:	
	1. Discuss, explore, and receiving training on culturally response teaching. Create a clear strategic plan to address culturally response teaching.	
	Assigned to:	Mark Winford
	Added date:	10/07/2016
	Target Completion Date:	05/18/2018
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	4.07 - School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.(348)(KEY,SWP)	
Status	Objective Met 10/7/2016	
	Rubric Score:	2
Assess	Level of Development:	Initial: Limited Development 10/29/2014
		Objective Met - 10/07/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Parent Opinion Poll identified communication as an area that we need to work on. A full assessment of teacher and parent education needs to be completed, and we need to discuss as a building ways to improve in this area. We also need to develop a comprehensive plan for teacher and parent communication.
Plan	Assigned to:	Mark Winford
	How it will look when fully met:	When this objective is complete, we will have a clear family involvement and engagement plan. We are currently addressing this with our Title I work.
	Target Date:	09/01/2016
	Tasks:	
	1. We are currently addressing this objective through required Title I family involvement. Title I is allowing us to really grow in this area. We have already received over two hundred surveys asking parents how they would like more info and help at our Title I parent nights. Based on these surveys, we will be having a family math night and a family science night. Science night will have an emphasis on prepping students for the science fair.	
	Assigned to:	Mark Winford
	Added date:	10/01/2015
	Target Completion Date:	06/01/2016

		Comments:	We have increased our parent engagement and involvement through out Title I Family Engagement Plan and family nights.
		Task Completed:	10/6/2016 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/7/2016
	Experience:		10/7/2016 Out Title I compliance was critical in meeting this goal. The requirements for parent input and family nights were instrumental in our success here.
	Sustain:		10/7/2016 We need to continue our Title I compliance in this area.
	Evidence:		10/7/2016 Title I family night attendance. Title I parent surveys.

Indicator **4.08 - School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)**

Status **Full Implementation**

	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 10/07/2016
	Evidence:	Parent surveys and input for Title I events are being used to guide parent involvement at NPE. We have also renewed our business partners in our community. Staff and students also have input regarding school priorities, goals, plans, and events. Communication occurs through the districts public relations tools.
	Added date:	

Indicator **4.09 - The school keeps physical facilities safe and orderly.(665)**

Status **Full Implementation**

	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	Facilities, maintenance, and custodial staff are constantly ensuring that our building is safe and orderly.
	Added date:	

Professional Development

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

Indicator **5.03 - School staff embed professional development into daily routines and practices. (353)(KEY,SWP)**

Status **Full Implementation**

	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 10/07/2016

	Evidence:	Out Title I Literacy Coach and our two Title I AIA's continue to work with teachers to implement MTSS plans and strategies; MTSS is one of the district's primary elementary initiatives this school year; Federal Programs also works with Title I school on imbedded PD. Our Lit Coach and AIA's are instrumental in making sure that our PD is embedded in the daily routines of teachers. We are also working on implementing the Tough Kids program with our Lit Coach, Counselor, and Behavior Aide.	
		Added date:	
Indicator	5.04 - Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.(355)		
Status	Full Implementation		
	Rubric Score:	3	
Assess	Level of Development:	Initial: Full Implementation 09/28/2013	
	Evidence:	We have a state-wide mentoring program that new teachers can access. Informally, we have a staff that is also very proactive in mentoring new teachers.	
		Added date:	
Indicator	5.05 - Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.(356)		
Status	Full Implementation		
	Rubric Score:	3	
Assess	Level of Development:	Initial: Full Implementation 09/28/2013	
	Evidence:	Through our CHAMPS training and our PLC time we are giving sufficient time to address our school improvement plan.	
		Added date:	
Leadership			
Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.			
Indicator	6.01 - Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.(357)		
Status	Objective Met 10/29/201410/7/2016		
	Rubric Score:	2	
Assess	Level of Development:	Initial: Limited Development 09/09/2011	
		Objective Met - 10/29/2014 10/07/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Staff and district team collaboration is currently in place. Increasing parent and community collaboration will move us forward.
Plan	Assigned to:	Rebecca Baxter
	How it will look when fully met:	Instructional leader encourages 100 percent involvement with PTA by staff members. School representative will attend community functions. Obtain official school partnerships with local businesses.
	Target Date:	06/01/2012
	Tasks:	
	1. Obtain calendar of local community events and contact numbers for local business groups.	
	Assigned to:	Tiana Suddeth
	Added date:	10/13/2011
	Target Completion Date:	11/30/2011
	Comments:	This is an ongoing goal since events change from year to year.
	Task Completed:	11/30/2011 12:00:00 AM
	2. Set up meetings with business groups and attend community functions.	
	Assigned to:	Tiana Suddeth
	Added date:	10/13/2011
	Target Completion Date:	12/31/2011
	Comments:	This is also an ongoing goal for the 2012-13 school year.
	Task Completed:	5/24/2013 12:00:00 AM
	3. Write up at least one official partnership contract.	
	Assigned to:	Tiana Suddeth
	Added date:	10/13/2011
	Target Completion Date:	03/30/2012
	Comments:	We have identified business partners, however we have not written a formal contract. We will continue this goal for the 2012-13 school year.
	Task Completed:	5/24/2013 12:00:00 AM
	4. We will create a building community involvement plan and communication plan to address this objective. This process will be worked out with the staff and the PTA. Wider community feedback will also be solicited.	
	Assigned to:	Rebecca Baxter
	Added date:	10/30/2013
	Target Completion Date:	05/31/2014
	Comments:	We have a system in place where Parent Opinion Poll survey results are communicated to the PTA. Strong efforts are also made to encourage parents to complete the Parent Opinion Poll Survey via ConnectEd e-mails. NPE actually had the second highest number of responses from parents on the opinion poll in the district. We feel that our current community involvement is very strong. We have great turn out at school events, and have parent volunteers in the building.

		Task Completed:	10/29/2014 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		10/29/2014 10/7/2016
	Experience:		10/29/2014 This objective was one that the team inherited from the prior STEPP team, and we struggled initially to continue the threat, especially regarding what the prior STEPP team wanted in terms of evidence.
	Sustain:		10/29/2014 We need to continue working with the Parent Opinion Poll survey. We need to keep reaching out to the community and the PTA.
	Evidence:		10/6/16 Staff meeting agendas, leadership meeting minutes, and PLC artifacts show us working collectively to collaborate on district and building initiatives. Our school mission and vision is posted and clearly communicated to our community. 10/29/2014 Our ConnectEd contact can be tracked, and it is very strong. Our Parent Opinion Poll responses can be quantitatively tracked too, and, as mentioned previously, they were very strong.
Indicator	6.02 - Instructional leader(s) regularly assist teachers in understanding the data from various student assessments to improve instruction.(359)		
Status	Full Implementation		
	Rubric Score:		3
Assess	Level of Development:		Initial: Full Implementation 09/28/2013
	Evidence:		10/6/16 We continue to use the sources below, and we have added MAP data this school year. SBA, RTI, and common assessment data are continually being communicated to staff. Past SBA performance and present student levels of performance are communicated to teachers in staff meetings and given to teachers individually. RTI data is presented to teachers after universal screening. The administrator also meets weekly with RTI staff to monitor and assess building progress with RTI interventions. In addition, student movement between tiers is also monitored. Teachers are trained on how to create common assessments that provide reliable data, and they are trained in how to interpret the data of common assessments. The instructional leader facilitates all of the above.
		Added date:	
Indicator	6.04 - Instructional leader(s) ensure that teachers have access to and are implementing Alaska Content Standards.(362)		

Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	Teachers have been given hard-copy and electronic copies of the AK State Standards. All of our PLC work this school year revolves around selecting Power Standards from the AK State Standards, aligning them vertically, unwrapping them to create targets, creating common assessments from them, and then analyzing the results of the common assessments to improve teaching and student learning.
	Added date:	
Indicator	6.05 - Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.(363)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/09/2011
	Evidence:	10/6/16 The district's Danielson Framework initiative and new Evaluation Handbook continues to address with objective, as does district policy and state statute. Leader performs consistent informal and formal observations and is available throughout the building providing support to staff. Involved in all activities within the school, including but not exclusive to recess, afterschool program, behavioral and academics.
	Added date:	
Indicator	6.06 - Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.(364)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	10/6/16 Our Title I Family Engagement Plan and the district's Family Engagement committee continue to address this objective. The instructional leader works through the PTA and media to development an open and transparent relationship with PTA regarding school improvement.
	Added date:	
Indicator	6.08 - Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.(358)	
Status	Full Implementation	

	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We continue to use data to drive instruction. The resources below are used, and we have added MAP data this school year. The Title I Literacy Coach continues to work with the building principal to implement data-driven instruction. RTI, SBA, and common assessment data are continually being used to guide school improvement.
	Added date:	
Title Programs		
Parent Involvement (Title I)		
Indicator	8.01 - Alaska STEPP school improvement team includes varied stakeholder representation.(2114)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We have a cross section of staff members on the STEPP team. Parents and the community are also involved in the STEPP process.
	Added date:	
Indicator	8.02 - There is a process for communicating with ALL members of the school and community who were not a part of the schoolwide planning team about the planning process, data collection, plan development, and plan approval.(2115)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	The STEPP plan is communicated to all staff not involved on the STEPP team. It is also communicated to the community.
	Added date:	
Indicator	8.03 - Parents are notified of the schoolwide planning process and how they could be involved in the plan's development, implementation and evaluation.(2116)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	Through school media and the PTA involvement in the STEPP plan is communicated to parents.
	Added date:	
Indicator	8.08 - The school's Parent Involvement Policy engages parents in various aspects of school activities and governance.(2121)(PIP)	
Status	Full Implementation	
	Rubric Score:	3

Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	Our parents are involved in all aspects of the school's activities and governance.
	Added date:	
Indicator	8.09 - The school's Parent Involvement Policy describes how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.(2122)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	Not applicable.
	Added date:	
Indicator	8.10 - The school's Parent Involvement Policy provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.(2123)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	We have opportunities for parents to be involved with this indicator.
	Added date:	
Title Programs		
Domain 8.0- The school has a Schoolwide plan in place under Title IA.		
Indicator	8.04 - This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	10/6/16 Our Pre-K program continues to address with indicator. We have a Pre-K program in the building that addresses this indicator.
	Added date:	
Indicator	8.05 - Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013

	Evidence:	10/6/16 We are implementing many federal, state, and local programs in our building. Federal Programs continues to assist us and give us guidance in implementing these programs. We have several federal, state, and local programs in the building that are coordinated by staff and building leadership.
	Added date:	
Indicator	8.06 - All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.(2119)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	10/6/2016 We have signed and submitted the Title I attestation for these positions. HR continues to work with us on meeting this objective. All of our staff are highly qualified. Our Human Resources department insures that this indicator is being met.
	Added date:	
Indicator	8.07 - The school has strategies to attract and retain highly qualified teachers.(2120) (SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assess	Level of Development:	Initial: Full Implementation 09/28/2013
	Evidence:	10/6/16 We continue to implement this indicator through Human Resources. Through state and informal mentoring programs, and through the state's highly qualified requirements, we retain and attract highly qualified teachers.
	Added date:	