

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.

11/1/2014

Salcha Elementary NCES - 20060000276

Fairbanks North Star Borough School District

Alaska STEPP - School Indicators

Key Indicators are shown in RED.

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Curriculum	
Indicator	1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY)
Status	Full Implementation
	Rubric Score: 3
Assessment	Level of Development: Initial: Full Implementation 09/08/2014
	Evidence: 9/8/14 Lesson plans, long term planning, staff meetings, professional development activities and work in professional learning communities continue to be focused on implementing approved district curriculum. Teachers on this staff are deeply involved in test development for the previous SBA and the new AMP as well as writing district curriculum (ELA and SS) and aligning with the Alaska State Standards. All IEP goals are also aligned to the Alaska Standards.
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Assessment	
Indicator	2.01 - School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.(328)
Status	Tasks completed: 2 of 4 (50%)
	Rubric Score: 2
Assessment	Level of Development: Initial: Limited Development 10/28/2010
	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: Reading and math are assessed school wide in a variety of ways, but other curricular areas, such as writing, science is not done school-wide and deserves closer attention.
Plan	Assigned to: Tori Brannan
	How it will look when fully met: In addition to the reading, writing and math which we are currently doing, we will be adding an assessment in science developed during PLC meetings. 9/10/14 A school wide writing prompt, assessment and rubric are utilized three times a year during the Universal Screening window. Inter-scorer reliability is obtained during PLC meetings. Common 6+ Traits writing rubrics are utilized for all writing samples.
	Target Date: 06/01/2015
	Tasks:
	1. 2. In the second semester of the 2014-15 school year, teachers will use PLC time to align science curriculum to quizzes on Brain Pop or Brain Pop JR.

	Assigned to:	Tori Brannan
	Added date:	01/31/2011
	Target Completion Date:	05/22/2015
	Frequency:	four times a year
	Comments:	<p>In process; staff will bring their first unit assessment to staff meeting on 9-21-11.</p> <p>On 1/13 staff members brought sample assessments to the PLC. On 2/14 The STEPP team went through the assessments to check on alignment to curriculum and GLEs. All teachers were aligned to curriculum. The STEPP team plans to move the conversation to the PLC to work on creating more assessments that are even more directly aligned to specific curriculum objectives.</p> <p>At our March 21, 2013 meeting, the team decided to revisit this goal with the PLC to discuss revising.</p> <p>At our January 13, 2014 meeting the team revised the goal to this new language. We are going to look at how Brain Pop quizzes align with school district curriculum.</p> <p>At the April 14, 2014 meeting the team decided that there are not enough chips in this world to get us to do this twice a month. We reviewed Brain pop and will discuss tomorrow at our PLC how to better implement it and then figure out how to get "twice monthly" off our plan!</p> <p>At our Sep. 10, 2014 meeting we figured out how to change 2x/week to 4x/year to meet and discuss aligning science assessments to the Alaska Content Standards.</p>
	2. 4. We will begin creating an electronic document with links to assessments aligned to district grade level curriculum.	
	Assigned to:	Tori Brannan
	Added date:	01/31/2011
	Target Completion Date:	12/19/2014
	Frequency:	four times a year
	Comments:	<p>At the January 13, 2014 meeting, we revised our goal from a binder/manual of assessments to an electronic assessment pool for the staff. We decided to start with Brain Pop because it was felt that we could align our district curriculum more fluidly to begin with using this available tool. We don't intend to limit ourselves only to Brain Pop, but this is where we will start. Sep. 10, 2014 We have been utilizing Brain Pop and Brain Pop Jr for Social Studies and Science assessments. We have yet to develop an electronic document to hose the links.</p>
	3. 1. We will have an all-school staff meeting wherein teachers will share grade-level Alaska State Standards in a group discussion on how to create assessments.	
	Assigned to:	Tori Brannan
	Added date:	01/31/2011
	Target Completion Date:	05/24/2011
	Comments:	Staff met and worked on "I can" statements that reflect Alaska State

	Comments:	Standards. 9/10/14 Updated GLE to Alaska State Standards terminology
	Task Completed:	05/11/2011
	4. 3. Staff members will bring to their PLC meeting a copy of the assessment they have designed for their particular class to share with peers.	
	Assigned to:	Annie Keep-Barnes
	Added date:	01/31/2011
	Target Completion Date:	08/18/2011
	Comments:	On January 13, all staff members brought a copy of an assessment they designed to align with the adopted curriculum.
	Task Completed:	01/13/2012
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
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)	
Status	Objective Met 4/11/2013	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 10/28/2010
		Objective Met - 04/11/2013
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Universal screening is done in math and reading three times a year. The school district has implemented AimsWeb in these areas, but has not yet begun screening in writing and Math. The school has a plan to begin screening writing at least twice a year, but has not yet implemented it. It is not impossible to create screens for Science based on Standards, but this is a lower priority.
Plan	Assigned to:	Amy Viltrakis
	How it will look when fully met:	Teachers will meet in PLCs to analyze the results from universal screenings, school-designed assessments and SBAs to make necessary changes in instruction and intervention, 3-27-14: This has been ongoing and the results remain positive. 10-2-14: Data teams and school wide PLCs continue to meet and discuss data and students.
	Target Date:	05/06/2012
	Tasks:	
	1. 1. Develop a writing prompt for each grade level.	
	Assigned to:	Annie Keep-Barnes
	Added date:	01/31/2011
	Target Completion Date:	05/06/2011
	Comments:	Annie developed a prompt and every teacher gave the first one on the first day of school. Teachers met to establish a base line for student

		writing.
		In the Fall of 2012, teachers met in PLC to develop rubrics for each grade level for a three times a year writing assessment. The team decided on a school-wide prompt for the Fall asking students to write about what they would do if they were in charge of the world. In the winter, the PLC met to examine common core and chose to redirect the winter prompt to reflect using greater evidence to support opinions. Current thinking is that we should time our writing assessment to correspond with universal screening.
	Task Completed:	03/21/2013
	2. 2. Administer the writing assessment to students.	
	Assigned to:	Annie Keep-Barnes
	Added date:	01/31/2011
	Target Completion Date:	09/26/2011
	Comments:	Writing assessment was administered. Fall and winter 2012-2013 writing assessments have been administered.
	Task Completed:	03/21/2013
	3. 3. Analyze the data from the writing assessment	
	Assigned to:	Annie Keep-Barnes
	Added date:	01/31/2011
	Target Completion Date:	11/11/2011
	Comments:	After the fall assessment, the PLC met to review each teacher's scores. We looked at representations of high, middle and low and discussed as a PLC whether or not we agreed and planned next steps. The winter assessment is still being analyzed.
	Task Completed:	03/21/2013
Implement	Percent Task Complete:	
	Objective Met:	4/11/2013
	Experience:	4/11/2013 This has become routine practice at our school.
	Sustain:	4/11/2013 We will continue to use AimsWeb three times a year and a school designed writing assessment three times a year.
	Evidence:	4/11/2013 Universal screening three times a year. School-wide writing assessment three times a year. Regular benchmarking of primary students.

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Instruction		
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 meet their needs and reach proficiency.(335)(KEY)	
Status	Objective Met 4/11/2013 10/2/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 12/02/2010
		Objective Met - 04/11/2013 10/02/2014
	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:	<p>The school is currently practicing a coherent plan, but needs to write it down.</p> <p>9/10/14 All students are currently receiving core instruction during the school day as evidenced in teacher lesson plans and class schedules. Low-performing students are receiving additional support through scientifically research based RTI math and literacy interventions delivered regularly by trained RTI Assistants, Title I Classroom Aids, and Intervention Specialists Tutors. Universal Screening and multiple measures such as SBA/AMP and Benchmarking are used to assess needs and proficiency. Intervention is documented in RTI Logs in Powerschool and Progress Monitors in AIMSweb.</p>
Plan	Assigned to:	Amy Viltrakis
	How it will look when fully met:	<p>All low performing students are receiving interventions including tutoring, "push in assistance," homework help, continuous monitoring, and differentiated instruction. Parents are regularly informed about progress. Students are engaged and progressing to their grade levels and beyond. Staff works collaboratively to create the most effective core instruction as well as intervention plan.</p> <p>3-27-14: Staff continues to do this at our regular PLCs. The Aimsweb data show that students are progressing steadily.</p> <p>9/10/14 All students are currently receiving core instruction during the school day. Best practices in instruction are discussed in PLC meetings in all subject areas. Low-performing students are receiving additional support through scientifically research based RTI math and literacy interventions outside of core instruction as per the FNSBSD SOS manual. Universal Screening and multiple measure such as AMP and Benchmarking, are used to assess needs and proficiency. Summer Science Camp is available to all students and after school Homework Helpers is available for targeted students.</p>
	Target Date:	10/02/2014
	Tasks:	
	1. Utilize Title I funds to hire a part time RTI Assistant to work specifically with low performing student.	
	Assigned to:	Annie Keep-Barnes

	Added date:	05/05/2014
	Target Completion Date:	08/11/2014
	Frequency:	once a year
	Comments:	Classroom tutors and an RTI Assistant is critical to the success. This assistant participates in tutoring, organizes universal screening, enters data and assists the PLC in making decisions at our data team meetings. 10/2/14: This is a recurring event and continues to be part of the Title I budget.
	Task Completed:	10/02/2014
	2. 1. Every six weeks the staff meets in the PLC to analyze data including, but not limited to AIMSweb data, running records, benchmark assessments, daily work. EDM assessments and writing samples to correctly place students in needed interventions.	
	Assigned to:	Tori Brannan
	Added date:	02/04/2011
	Target Completion Date:	05/13/2011
	Frequency:	four times a year
	Comments:	Staff meets every six weeks to look at universal screening data, progress monitoring and benchmark assessments to look at student progress. Students of particular concern are brought forward for discussion with the entire group. This must be an on-going process and not a goal that is finished just because we did it by our target date.
	Task Completed:	05/13/2011
Implement	Percent Task Complete:	
	Objective Met:	4/11/2013 10/2/2014
	Experience:	4/11/2013 This has been an eye opening learning process where we have had good discussions on how to best assess students and then reach them. We have been incorporating a lot of new ideas, such as universal screening while not losing our view of what deeper learning looks like. 10/2/2014 The RTI Assistant/Title I classroom aid has been a full-time since the inception of this goal. Achievement in low performing students has increased as a result.
	Sustain:	4/11/2013 Staff will continue to work in the PLC to communicate learning goals and review student data. A working, student-centered collaborative team is the healthiest part of sustaining our effort. 10/2/2014 We will continue to allocate Title I funds to support this objective.
	Evidence:	4/11/2013 The school has an improvement plan that outlines specific details such as assessments, School wide PLC, individual and small group tutoring, home work helpers, running records, benchmark assessments, and a critical focus on high quality core instruction. 10/2/2014 See RTI and Title I documentation.
Indicator	3.03 - School staff use research-based instructional practices, programs and materials.(337)	

Indicator	(KEY)		
Status	Tasks completed: 0 of 3 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 09/10/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school spent the year studying scientifically researched, brain friendly strategies for instruction including, teaching with poverty in mind, whole group response, explicit instruction, and stating learning targets as "I can" statements. All certified staff also participated in an in-depth study of best practices through familiarization with the Danielson Framework for Teaching, paying particular attention to Domains 2 & 3, Classroom Environment & Instruction. Lesson plans, student work samples, performances, classroom engagement, classroom walk throughs, an formative assessments all demonstrate strong instructional practices that are successful in our school.	
Plan	Assigned to:	Tori Brannan	
	How it will look when fully met:	The certified staff will continue study of best instructional practices within the Danielson Framework for Teaching. The school as a group will continue study in brain based researched instructional practices, teaching with poverty in mind, explicit instruction, incorporating Kagan strategies into instruction, and utilizing Nancie Atwell's and Amanda Hartman's reading and writing workshop essentials in the classroom. A member of our certified staff will also lead instruction to the paraprofessional staff with Sharon Taberski's "A Close-Up Look at Teaching Reading; focusing on children and our goals".	
	Target Date:	05/11/2015	
	Tasks:		
	1. The staff will study best writing and reading practices in a workshop format.		
	Assigned to:	Tori Brannan	
	Added date:	09/10/2014	
	Target Completion Date:	03/15/2015	
	Comments:	The staff has had an increased focus on good writing instruction. Nancie Atwell and Amanda Harman were selected to study their research and best practices on writing and reading workshops with primary and intermediate students.	
	2. Paraprofessional staff will study best reading instructional practices.		
	Assigned to:	Ronda Schlumbohm	
	Added date:	09/10/2014	
	Target Completion Date:	03/15/2015	
	Comments:	Para professional staff will participate in a reading instruction best practices class/discussion with a certified literacy coach utilizing "An Observation Survey of Early Literacy Achievement" and Sharon Taberski's "A Close-Up Look at Teaching Reading: focusing on children and our goals".	
	3. Kagen instructional strategies will be supported through the assistance of local Kagan coaches and		

teachers as they share Kagan structures of the month.

	Assigned to:	Maria Baker
	Added date:	10/06/2014
	Target Completion Date:	05/22/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
Indicator	3.04 - School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 10/02/2014
	Evidence:	10/2/14: School wide PLCs (data team) meets a minimum of 3 time a school year to discuss data from assessments conducted three times a year in AIMSweb Universal Screens and Progress Monitors in Reading and Math and reading and writing benchmarks. The school wide data team also looks at the prior year's SBA/AMP data.

Supportive Learning Environment

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)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/26/2013
	Evidence:	Staff reviews the Salcha Handbook and the FNSBSD Rights and Responsibilities handbook yearly, first with each other and then with students. Classroom rules are posted and adhered to. School and Playground rules are taught to the children quarterly and before and after school breaks. New students are inducted into the "Salcha Way" by the Behavior Aid in a supportive meeting. New students are checked on regularly by, staff and the counselor, to discover if they are having any difficulties in understanding expectations. FNSBSD safety videos are viewed yearly.

Indicator	4.05 - School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY)		
Status	Tasks completed: 2 of 4 (50%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 12/02/2010	
		Objective Met - 09/26/2012 10/22/2013	
	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:	Extended learning opportunities are made available to all students who are struggling. The school has homework helpers three days a week available to students to address students in all academic areas. We have added a lunch time tutoring-homework completion period so that no student is left with incomplete work and a month long science enrichment evening program culminating at the Interior Alaska Science Fair. All students have the opportunity to participate in summer science camp that integrates all academic areas.	
Plan	Assigned to:	Amy Viltrakis	
	How it will look when fully met:	Extended learning opportunities are made available to the students in need of additional support in RTI or SBA/AMP-tested areas and all eligible students participate.	
	Target Date:	02/20/2015	
	Tasks:		
	1. 1. By mid first quarter of 2011, staff will actively recruit all students in need of additional support for the homework helpers, after-school extended learning opportunity.		
	Assigned to:	Shelly Curtis	
	Added date:	02/07/2011	
	Target Completion Date:	09/23/2011	
	Frequency:	twice a year	
	Comments:	Instructional staff invite students to participate based on homework return rates and parent are contacted each semester since 2011. A homework helper assistant has been hired. Several students are participating, but not all the students who need it are attending. Student behavior and inconsistent parent pick up times have hindered staff participation in the program.	
	2. To the best of its budgetary ability, Salcha Elementary School will offer at least one week of summer enrichment camp experience to enhance reading, writing and reasoning ability through science and the arts.		
	Assigned to:	Annie Keep-Barnes	
	Added date:	05/05/2014	
	Target Completion Date:	06/30/2014	
	Frequency:	once a year	
	Comments:	There is extensive research discussing summer learning loss for children who are in lower SES groups. In a Johns Hopkins study in	

		2001, the evidence was clear that children from poverty come to school with fewer skills, make good gains during the year along with their higher SES peers, but then remain flat or decline over the summer, while the higher SES children are gaining. This has been attributed to more enriching activities available to children in better neighborhoods, and more financially and educationally well off families. The study highlighted the need to intervene with the lower SES children through the potential of summer learning. But, "summer programs for disadvantaged children should supplement academics with a heavy dose of physical activity and enrichment experiences. Such an expanded agenda is important for another reason: to make summer school fun. . .To realize their potential, summer programs should be engaging and non-punitive."
	Task Completed:	06/16/2014
	3. 2. There will be a recruitment effort to create a list of potential transportation volunteers.	
	Assigned to:	Maria Baker
	Added date:	02/07/2011
	Target Completion Date:	12/21/2011
	Comments:	By the end of the school year all children who needed after school help were involved in a car pool or some kind of ride sharing opportunity.
	Task Completed:	05/01/2012
	4. Encouragement for students and families participating in the Interior Alaska Science Fair is supported through 2-3 times per week, evening help sessions for the month prior to the event.	
	Assigned to:	Amy Viltrakis
	Added date:	10/02/2014
	Target Completion Date:	03/27/2015
	Frequency:	once a year
	Comments:	This task has been reoccurring annually at Salcha Elementary School since 2011 and intermittently prior to that time.
Implement	Percent Task Complete:	
	Objective Met:	9/26/2012 10/22/2013
	Experience:	9/26/2012 The school only had one student who could not make after school help because of transportation. The school worked with the parent to solve the problem. 10/22/2013 Not all students in need are able to participate in extended learning opportunities after school. This required the staff to create additional opportunities to reach all students. Lunch tutoring is available to all students and monitored by staff.
	Sustain:	9/26/2012 The school will continue to need to be mindful of finding rides for all of our students. We have accepted that some parents do not wish to have their children participate in after school help. Their children are offered the opportunity and staff is hired to assist students, but if parents decline, we stop pursuing the opportunity. 10/22/2013 The school offers three times a week homework helpers in all academic areas, lunch homework tutoring every school day, summer science

		camp that integrates all academic areas and science enrichment evenings to support the Interior Alaska Science Fair program.	
	Evidence:	<p>9/26/2012 All students who needed after school homework help and whose parents agreed it was needed, received after school help.</p> <p>10/22/2013 The school offers three times a week homework helpers in all academic areas, lunch homework tutoring every school day, summer science camp that integrates all academic areas and science enrichment evenings to support the Interior Alaska Science Fair program. These activities allow students in need to utilize additional support.</p>	
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)		
Status	Tasks completed: 1 of 3 (33%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/19/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The team identified this as an area that needs improvement. We saw that several years ago cultural standards were conscientiously taught at every grade level and that awareness has declined. It's thought that the previous social studies curriculum, and possibly the language arts, integrated cultural standards into the core curriculum across the grade levels. We see that is absent from current district curriculum. In addition, teachers from earlier years were passionate about cultural awareness. This is an area that could easily be integrated into the life of the school. The school is making good gains in this area, but needs to continue moving forward.	
Plan	Assigned to:	Tori Brannan	
	How it will look when fully met:	All teachers and other school staff members are integrating the board adopted Alaska cultural standards into their curricula in order to be culturally responsive to the students who attend the school. This will be evident in teacher lesson plans, classroom and school culture.	
	Target Date:	05/22/2015	
	Tasks:		
	1. With in the first quarter of each year instructional staff will review standards and expectations to ensure awareness of the Alaska Cultural Standards listed in the Social Studies curriculum, Salcha Elementary School culture and local rural and native culture.		
	Assigned to:	Amy Viltrakis	
	Added date:	02/14/2011	
	Target Completion Date:	10/20/2014	
	Frequency:	once a year	
	Comments:	This was done at a staff meeting, but it can't be considered complete as it is an on-going commitment. We revised the date to remind ourselves that we should be checking on this regularly.	

		We have revised this goal on 2/12/14 to reflect community and school culture and to establish a clear task. The team will help Amy with this task.
	2. 2. Generate a list of ideas of how this has been integrated in the past, how teachers are currently implementing cultural standards, and brainstorm new ideas.	
	Assigned to:	Annie Keep-Barnes
	Added date:	02/14/2011
	Target Completion Date:	12/26/2011
	Comments:	This should be part of our on-going conversation about teaching to standards. We have been making sure that we are integrating AK cultural standards in our PLC. In addition to classroom instruction addressing standards, we have had a potluck celebrating Ak Native Culture, celebrated Black History month including special guests and class projects, visited the Morris Thompson Cultural Center and learned about Christmas around the world.
	Task Completed:	02/28/2012
	3. At the fall inservice every year, the school will review Alaska Cultural Standards as well as review the local culture and create a plan for addressing these in the classroom.	
	Assigned to:	Shelly Curtis
	Added date:	03/21/2013
	Target Completion Date:	08/19/2013
	Comments:	The team believes, in an ongoing process, that this area is something that needs to be addressed every year. This did not happen and the team rewrote the goal.
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
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)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/08/2014
	Evidence:	Salcha school communicates extensively with its families. The "Monday Packet" is sent home at the beginning of every week. This has become an expected form of communication for parents. There is a well developed parent handbook and teachers also use classroom newsletters, email and phone calls to communicate with parents. Regular family nights and Title I nights are held along with open houses and student performances during the year. Additional communication from the school includes BlackBoard Connect email and phone messages, Home to School Connections from the counselor, messages from administration, classroom blogs, field trip reminders, special announcements, communications from the Salcha Parent Teacher Group, updated calendars, take home review "Fun Books" to combat regression over holiday breaks, and current information on the school website.
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)	

Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/26/2013
	Evidence:	Salcha school sends home a weekly "Monday Packet." This contains a message from the principal, notices of coming events, reminders for parents, the monthly calendar, notes from the parent group and etc. The "Monday Packet" has a box in the upper corner running our cumulative attendance rate. Salcha school holds Title I nights to promote core academics, have a fall open house, hold a yearly meeting to explain our report card and manage a vibrant parent involvement program. A website is maintained highlighting school priorities and events. Teachers make personal contact with individual parents, send home newsletters weekly as well as staying in touch with families via e-mail, social media and telephone throughout the calendar year. The school and parent group work closely together to promote the school's priorities. Notices and priorities are placed at local business and announced in community churches and other community organizations such as, Alaska Railroad Corporation, Tanana Valley Watershed, Kewitt, North Pole Economic Development Corporation, Volunteers in Policing, Salcha Ski Club, Salcha Rescue, Salcha Seniors, Salcha Fair Association, Salcha Preschool, and local veteran and native dance groups.
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Professional Development		
Indicator	5.01 - School staff use multiple sources of student performance data as a primary factor in determining professional development priorities.(350)(KEY)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 09/09/2014
	Evidence:	3+ The school tied professional development very closely to student achievement data, as evidenced by our 100% academic growth for the 2013-2014 school year. Every staff member has attended multiple trainings in brain researched instructional practices, AIMSweb and Benchmark data interpretation, and implementing the ELA and Mathematical Alaska Standards in instruction. Multiple staff members have received instruction in Kagan and Kagan Coaching, Thinking Maps, differentiated instruction, RTI reading interventions (Read Naturally, Earobics, Leveled Literacy, CORE Diagnostics, Benchmarking), RTI math interventions (PinPoint, Math Elevations, Number World, Odyssey), Alaska educational cross cultural institute, and the Mickelson ExxonMobil Teacher Academy for STEM. In addition, the staff participated in book studies to prepare teacher for the next step in our school's growth.
Indicator	5.03 - School staff embed professional development into daily routines and practices.(353)(KEY)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 10/01/2013
	Evidence:	The team believes that we have exemplary implementation of 3+ for this indicator. Teachers work in a thriving, school wide PLC every week which focuses on school data to inform our decision making. We have most recently used the PLC to design a school-wide writing assessment. Teachers work closely with each other to give support and teaching ideas. We conduct book studies together. We have recently

purchased "The Common Core Lesson Book" by Gretchen Owocki and have instituted 'I can' statements in to our lesson plans and are visible evident and discussed in our classrooms with our administrator conducting active walk throughs. We have begun our new study as part of our PLC. We use our Title I funds to purchase professional development materials. For example, we are currently reading "How Children Succeed" by Paul Tough with the next book in the queue, "The Book Whisperer" by Donalyn Miller. We utilize collegial mentoring as well as district content coaches and staff share information obtained while attending professional conferences during whole-faculty workshops. Professional development will continue to be embedded into the daily routines and practices of school staff through review of school wide student data and needs.

Leadership

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	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/09/2010
	Evidence:	There is a Title I parent center with the improvement goals statement prominently displayed, along with the vision, mission and beliefs of the school. Some additional efforts include: All day staff and parent planning meeting, staff attended the state title I meeting, there is a strong professional development component at the school and Parents and staff attended the district Title I meeting. School goals are discussed at staff meetings, there are family nights that target the school goals and the school goals are included in the parent group meetings.
Indicator	6.02 - Instructional leader(s) regularly assist teachers in understanding the use of student performance data to improve instruction.(359)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 12/09/2010
	Evidence:	The staff meets in a weekly PLC's to examine and adjust student achievement and create common assessments. The staff looks regularly at data. The staff meets once a week in a book group to discuss reading improvement and designing effective assessments. The staff practices looking at data regularly and utilizes staff meetings to examine how to better use a wide range of assessments.
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
Assessment	Level of Development:	Initial: Full Implementation 12/09/2010
	Evidence:	Leader follows the observation protocols as outlined by district policy. In addition, the principal does daily walkthroughs, uses observational lenses and spends regular time talking with teachers about instruction.
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
Assessment	Level of Development:	Initial: Full Implementation 12/09/2010
	Evidence:	Exemplary: School leader has focused on building positive relationships with the parents on a 1:1 basis, attends and participates in SPTG, promotes community involvement and attends extracurricular school activities to build strong relationships with the community.
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
Assessment	Level of Development:	Initial: Full Implementation 11/09/2011
	Evidence:	The principal and the PLC look closely at universal screening, SBAs, and progress monitoring data. Additionally, the principals asks to see formative assessments and assists in the development of them. The PLC regularly shares ways to improve student performance. The principal is leading a class about effective teaching. All teachers are taking it and using it as a springboard to improve instruction. Peer coaching will begin second semester.
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Title I Schoolwide Plan		
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
Assessment	Level of Development:	Initial: Full Implementation 10/25/2011
	Evidence:	Our school welcomes our local preschool program into the school at least 3 times a year where they meet the principal, secretary, teachers, librarian, nurse, counselor, kitchen manager and other staff. Preschool students are invited to all Title I nights and other activities. In addition, we have a kindergarten roundup where preschoolers spend the day participating in school activities. 10/7/14 The community preschool, which meets once a week, continue to utilize the school, as a location and resource for materials, and the scheduled events. This helps to ease the incoming kindergarteners into the school expectations next year.
Indicator	8.05 - Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 10/25/2011
	Evidence:	Local curriculum documents/units of study the school has created cohesive services among programs supported by the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, adult education such as parenting partners, vocational and technical education through AKCIS and counseling services. Evidence can be found in teacher plans aligned to GLEs and curriculum goals, counselor's lesson plans, nutrition services bulletin board, school district curriculum guides, Title I professional development reports. In addition, Salcha School has an extensive professional development library available to all staff.

Indicator	8.06 - All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.(2119)(SWP)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 10/25/2011
	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:	As a small, rural school our Music/PE position is a difficult one to fill. At the time of hire our most recent applicant was expected to be highly qualified in Music and willing to become highly qualified in PE within 6 months. We have until Feb. 2015 for the employee to become highly qualified in PE. All other core content teachers and instructional paraprofessionals are considered Highly Qualified.
Plan	Assigned to:	Tori Brannan
	How it will look when fully met:	All core content teachers and instructional paraprofessionals will meet the definition of Highly Qualified by the end of February 2015.
	Target Date:	02/28/2015
	Tasks:	
	1. Our new hire Music/PE teacher will receive support as she prepares to take the PE Praxis test to become highly qualified within her first 6 months of hire.	
	Assigned to:	Tori Brannan
	Added date:	10/02/2014
	Target Completion Date:	02/28/2015
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	8.07 - The school has strategies to attract and retain highly qualified teachers.(2120)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 10/25/2011
	Evidence:	Our school district has strategies to attract and retain highly qualified teachers. Teachers cannot be hired or retained who do not meet these rigorous standards. In addition, the evaluation process determines who should be retained.
Title I Parent Involvement (previous indicators)		
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
Assessment	Level of Development:	Initial: Full Implementation 10/25/2011
	Evidence:	The school's Parent Involvement Policy engages parents in various aspects of school activities and governance. This is accomplished

		<p>through our annual parent meetings, SPTG meetings, parent bulletin board, parenting partners classes, Monday packets, one-on-one visits with parents, P/T conferences, volunteer opportunities, both at school and at home and classroom newsletters.</p> <p>10/7/14 The above activities continue to take place in the 2014-2015 school year with the exception of Parenting Partners classes. It was decided that our parent population had been saturated with the class offer in recent years with it becoming more difficult to recruit parents. Focus was shifted for this year to the Love & Logic parenting training through newsletters, emails, and media for check out.</p>
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
Assessment	Level of Development:	Initial: Full Implementation 10/26/2011
	Evidence:	The Family Involvement Policy explicitly describes the numerous opportunities for parents to be fully informed about the Title I program, the curriculum, assessments and proficiency levels.
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
Assessment	Level of Development:	Initial: Full Implementation 10/26/2011
	Evidence:	<p>Salcha's Family Involvement Policy provides specific training activities for parents and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.</p> <p>Parenting Partners, Salcha Parent-Teacher Group meetings, EDM nights, Title I Advisory Council, Salcha Elementary Report Card and parent teacher conferences are a few of the examples.</p> <p>10/7/14 Parent involvement and training in decision making opportunities continue through the Salcha Parent-Teacher Group meetings, Title I family nights, Parent Collaboration in Title I fund use, review of school data via the Salcha Elementary Report Card and at their child's parent/teacher conference.</p>