

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.

9/12/2016

Creston Elem NCES - 411004000886

Portland SD 1J

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators

District and School Structure and Culture

| | | | |
|-------------------|--|--|--|
| Indicator | DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/15/2014 | |
| | 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: | test | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162) | | |
| Status | Objective Met 9/7/2016 | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | | Objective Met - 09/07/2016 | |
| | 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: | Staff will reflect and further develop the current Creston mission statement. | |
| Plan | Assigned to: | Conrad Hurdle | |
| | How it will look when fully met: | When the objective is complete, Creston will have a mission statement that reflects the values, goals, and vision of the school community. This document, which will be created from input provided by staff, will be published in various formats. Large posters will be prominently displayed in common areas. The document will also be visible in classrooms, as well as school offices. When complete, the mission statement will be shared with the community via the newsletter, school website, and parent/student handbook. | |

| | | |
|--|---|--|
| | Target Date: | 09/16/2016 |
| | Tasks: | |
| | 1. Creston K-8 school has partnered with distinguished Portland State University professor, Pat Burk, to lead the staff in creating our vision/mission statement. Examples of the agenda: Shared vision: a statement of what we agree upon as our fondest aspirations for the school. If people other than us could describe Creston in any way, what would you want them to say? How would people who know the school describe Creston? Mission: a statement of what we believe we can do to get to the vision. How would we describe Creston to others? • Whom do we serve? • What do we seek to accomplish? • How will we proceed? What methods will we use? | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 06/13/2016 |
| | Comments: | Throughout the year, Professor Burk and the staff worked diligently and passionately to construct statements that are relevant to Creston school. In February, parents brainstormed Vision/Mission Statement information. Professor Burk involved the parents by streamlining the process. In April, parents shared their feedback of key vocabulary they felt should be included in the statements. Currently (May), a staff subcommittee is developing the Mission Statement for review. The vision statement has been completed, and it reads: An inclusive community where personal excellence and academic growth meet. A foundational point of the mission statement is the inclusion of parent and staff perspectives. It is anticipated that the statement will be complete by June 2016. |
| | Task Completed: | 08/23/2016 |
| | 2. School Leadership Team will review staff input and write the first draft. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 09/21/2015 |
| | Comments: | |
| | Task Completed: | 02/17/2016 |
| | 3. School Leadership Team will present the Creston Mission Statement in draft form for revision. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 09/16/2016 |
| | Comments: | A Mission Statement committee will present a draft of the statement to the staff in Fall of 2016. The committee consists of Dan Blumhardt, Brian Schalk, Tanan Woods, Kali Cardenas, and Conrad Hurdle. |
| | Task Completed: | 08/23/2016 |
| | 4. School Leadership Team will meet to implement revisions. | |
| | Assigned to: | Conrad Hurdle |

| | | |
|---|---|---|
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 10/12/2015 |
| | Comments: | Not relevant due to restructuring the process of building the Vision/Mission Statements. The revisions will be presented to the staff by the subcommittee. Final revisions will be created with input from the entire Creston community. |
| | Task Completed: | 05/04/2016 |
| 5. The Creston Mission Statement will be implemented in the various forms listed above. | | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 09/16/2016 |
| | Comments: | When completed, the Vision/Mission Statements will be thoroughly communicated throughout the Creston learning community. It is anticipated that they will be visible, as well as embedded into daily operation and structures at Creston. Throughout the school year, check-ins will take place to determine how we are reaching our vision and mission for the Creston learning community. |
| | Task Completed: | 08/30/2016 |
| Implement | Percent Task Complete: | |
| | Objective Met: | 9/7/2016 |
| | Experience: | 9/7/2016 This work came to it's fruition in August of 2016. This can be seen in the production of our Mission Statement Posters. |
| | Sustain: | 9/7/2016 Quarterly review of our progress of implementation of our mission and vision statements. Asking staff the guiding question "what evidence do we have that we are living out of mission and vision at Creston?" |
| | Evidence: | 9/7/2016 This work came to it's fruition in August of 2016. This can be seen in the production of our Mission Statement Posters. |
| Indicator | DSC1.3 - The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163) | |
| Status | In Plan / No Tasks Created | |
| Assessment | Level of Development: | Initial: No development or Implementation 08/18/2014 |
| | 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: | Individual teachers provide opportunities for parent involvement. |
| Plan | Assigned to: | Not yet assigned |
| Indicator | DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 08/18/2014 |
| | Evidence: | Teachers use multiple baseline assessments (ie. Easy CBM, Dibels, |

| | | | |
|-------------------|--|---|--|
| | Evidence: | state testing, unit tests, summative and formative classroom assessments) to identify student needs; teachers and support staff monitor progress and provide additional instruction. Existing support staff in reading will be maintained, as well as additional support in math for 2014/15 has been hired. Staff meeting/planning time will continue to allow teachers to network, make recommendations, and plan for ongoing student success. Creston will continue to utilize district resources. | |
| Indicator | DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.(3165) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/18/2014 | |
| | Evidence: | Headstart, Kindergarten Connect, Columbia Regional Programs, and any new students all received school information, including important enrollment dates, as well as invitations to learn about the Creston program and participate in classroom/school tours. At the conclusion of each grade level, teachers convene to provide input on academic and behavioral data and observations to make recommendations for the following school year. Extensive consideration of students transitioning to middle school takes place with teachers, administration, and parents. All students receive information packets that introduce them to specific information on their new school year. The Creston PTA provides multiple opportunities throughout the school year for students and their families to interface and learn about school programs at all levels and areas of interest. | |
| Indicator | DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166) | | |
| Status | Tasks completed: 7 of 10 (70%) | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Homework Help; Health curriculum will be added to the 2014/15 school year for middle school students; Proactive support for students exhibiting behaviors of concern by implementing PBIS (Positive Behavior Intervention and Supports); Administration, teachers, and support staff coordinate efforts to maintain student success; Common Core training will be provided. | |
| Plan | Assigned to: | Conrad Hurdle | |
| | How it will look when fully met: | All Creston programs, which include after school and parent-run programs, will interface seamlessly to receive and share information, and access necessary feedback and support. Timely and precise communication is the key objective. Stakeholders will coordinate efforts to maintain student success throughout the instructional day and at extra-curricular events. Our goal within the first six months of implementation we will not experience major miscommunication within our K-8 system. | |
| | Target Date: | 02/09/2015 | |
| | Tasks: | | |

| | |
|---|---|
| 1. Master schedule is to include specialists and the Columbia Regional Program. This is to make certain collective schedules are aligned to meet the needs of students. Master schedules will be made available to all Creston staff and school partners. | |
| Assigned to: | Conrad Hurdle |
| Added date: | 02/25/2015 |
| Target Completion Date: | 06/15/2015 |
| Comments: | Staff were invited to join a committee to build the 2016/17 master schedule. This committee had representation from all grade levels and specialty areas. The master schedule includes support staff scheduling, as well as team planning time within the school day. The schedule will be made available to all Creston staff and school partners in June. In process |
| Task Completed: | 05/13/2016 |
| 2. Teachers will rotate to attend PTA meetings, with compensation provided. | |
| Assigned to: | Conrad Hurdle |
| Added date: | 03/12/2015 |
| Target Completion Date: | 10/05/2015 |
| Frequency: | monthly |
| Comments: | Principal Hurdle would like to continue with teachers attending PTA meetings. This year, the music department, the middle school team, 3rd grade, and counseling department attended the meetings. It is viewed as very helpful for parents to hear details about the various programs at Creston. Dates for 2016/17 school year: 10/11/16, 2/7/2017, 3/14/17 - meetings are from 6:00 to 7:30 p.m. |
| Task Completed: | 09/11/2015 |
| 4. Counselor will share an overview of the counseling program and services available to Creston students, as well as families (sharing resources). This will include specific information about the referral for support/services process. | |
| Assigned to: | Conrad Hurdle |
| Added date: | 03/12/2015 |
| Target Completion Date: | 11/03/2016 |
| Frequency: | twice a year |
| Comments: | Overview of Developmental Assets (research/data-based model that recognizes the developmental attributes of students and how they relate to students' success at school); viewed as a family-friendly tool to use in communicating strengths/challenges of individual students. Counselor Blumhardt recommends the support team presenting relevant information specific to the roles of each specialist. Zones of Regulation is another tool that will be discussed/demonstrated. Frequency of counselor overviews will increase to at least twice monthly. |
| 5. Support meetings with principal, counselor, and SUN school. | |
| Assigned to: | Conrad Hurdle |
| Added date: | 03/12/2015 |
| Target Completion Date: | 06/05/2017 |
| Frequency: | twice monthly |
| Comments: | The team routinely meets once a week. It has grown to include the |

| | | |
|--|--|---|
| | Comments: | attendance specialist. The team plans to increase use of data in decision-making (attendance, discipline, academic, etc.). For 2016/17, the assistant principal will be included in the support meetings. |
| | Task Completed: | 09/11/2015 |
| | 6. SUN School manager will provide staff with information on student/family resources offered in the community and through the SUN Service System. | |
| | Assigned to: | Abby Mulvihill |
| | Added date: | 03/12/2015 |
| | Target Completion Date: | 09/05/2016 |
| | Frequency: | weekly |
| | Comments: | Needs to be comprehensive document distributed to staff early in the school year. This document will provide steps to access services; Abby will provide a reminder to staff, prior to back-to-school night and conferences, that outlines services that are available through SUN. SUN will also have a table available at these events, so parents may ask specific questions and seek information about SUN. |
| | Task Completed: | 09/25/2015 |
| | 7. At a minimum, CRP staff will assign a representative to take part on the scheduling committee and Creston Leadership Team, input important CRP dates on master calendar, and attend staff meetings. CRP staff will also provide a review of their program to the general staff of Creston. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 03/12/2015 |
| | Target Completion Date: | 06/06/2016 |
| | Frequency: | monthly |
| | Comments: | On June 10, 2016, CRP and principal will meet to develop CRP's role in staff meetings to optimize attendance and participation. The CRP TOSA will also participate in this meeting. |
| | Task Completed: | 05/13/2016 |
| | 8. Creston Leadership Team (teacher representatives from K-2, 3-5, 6-8, CRP, counselor, and principal) meet throughout the year to discuss grade-level and school-wide needs and concerns, as well as review data, set and monitor school goals, and proactively plan. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 03/12/2015 |
| | Target Completion Date: | 05/01/2017 |
| | Frequency: | monthly |
| | Comments: | The assistant principal will be included in the leadership team for the 2016/17 school year. The team will focus on spending more time reviewing the CAP throughout the year. It is requested that the team also focus on data specific to learning outcomes. |
| | Task Completed: | 09/12/2014 |
| | 9. Create a transition plan for Creston as the school moves from Title I to general funding. The plan should include strategies of accessing alternative support with the loss of Title I. For example, partnering with PTA to seek volunteers to be trained in the Barton Program (6 hours per unit; 2 hour commitment per week) and other intervention supports. Efforts need to include restructuring of the reading program, with anticipation of limited support. Existing programs within PPS, grants, and alternative funding sources will need to be considered for implementation at Creston. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 05/04/2016 |

| | | |
|------------------|--|---|
| | Target Completion Date: | 01/26/2017 |
| | Frequency: | monthly |
| | Comments: | The team focusing on this task will include: Greta Bergren-Dizon; Learning Center; input from grade level teams. |
| | 10. Special Education Team (comprised of principal, school psychologist, speech pathologist, learning center teachers) meet twice a month to schedule IEP meetings and to assure that Creston is in compliance with all special education requirements. School psychologist is available to provide feedback and provide options/strategies, in a pre-consult basis, to teachers who have specific concerns about a student. | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 05/04/2016 |
| | Target Completion Date: | 10/10/2016 |
| | Frequency: | twice monthly |
| | Comments: | IEP at a Glance document to be shared with staff in the fall. IEP mapping (identifying students in need of a higher need of support, and developing a plan that includes administration and support staff) will be implemented in 2016/17. CRP will attend SpEd. meetings the 1st and 3rd Tuesday of each month, at 8:15 a.m. |
| | Task Completed: | 09/11/2015 |
| | 11. Implementation of Comprehensive Guidance Counseling Program, using the ASCA National Model. To include: conflict resolution, using the Kelso's Wheel, presented to staff; school-wide implementation of the Zones of Regulation; routine classroom visits for observation and/or consultation regarding 504 plans, Zones of Regulation, groups, and counseling curriculum; supporting teachers in teaching social/emotional curriculum; providing visual schedule of the counseling program for all staff; providing resources to staff regarding available student supports; and utilizing The Developmental Assets to support and work with parents. | |
| | Assigned to: | Counselor |
| | Added date: | 05/19/2016 |
| | Target Completion Date: | 11/30/2017 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 7 of 10 (70%) |

Comprehensive Achievement Indicators

Educator Effectiveness

| | | | |
|-------------------|--|---|--|
| Indicator | EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | 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: | Two CCSS meetings are scheduled per month. One meeting focuses on all school PD, the other Tier focuses on PLC (grade level team) in order to reach Tier 3 and low Tier 2 learners. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of | | |

| | | | |
|-------------------|--|--|--|
| | learning time, and address the learning needs of all students.(3168) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | 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: | CCSS training; addressing Best Practice and using sentence frames; building teachers' confidence in reaching Tier 3 and low Tier 2 learners; SIOP training planned for 2014/15; training on TAG strategies; supporting teachers with instructional strategies within the classroom, as well as utilizing school support systems. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169) | | |
| Status | Tasks completed: 5 of 6 (83%) | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | CCSS training; TAG strategies for differentiation of curriculum/content delivery; team planning/teacher pairing. | |
| Plan | Assigned to: | Conrad Hurdle | |
| | How it will look when fully met: | <p>The Creston staff will utilize strategies learned from the 2015-2016 PLC professional development to improve teaching and learning practices. For example, the PDSA form (plan, do, act, and study) tool is an effective form to empower teams to solve instructional and programmatic problems of practice. Grade-levels teams are also invite to conduct a book study to aid their improvement efforts. In August, grade-level teams/specialists will be invited to select educational books that will be purchased by the school to integrated into their PLC structure.</p> <p>Record of PLC meetings and trainings will be documented according to the yearlong schedule. Minutes from each meeting/training will be made available. All instructional team will be a part of a PLC. Teams will show evidence of their progress through meeting notes and PLC tools.</p> | |
| | Target Date: | 10/17/2016 | |
| | Tasks: | | |
| | 1. The principal will order and purchase copies of Professional Learning Communities at Work Plan Book for all teaching staff at Creston. | | |
| | Assigned to: | Conrad Hurdle | |

| | | |
|--|---|--|
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 08/24/2015 |
| | Comments: | There are 6-8 copies of Professional Learning Communities at Work Plan Book available for PLC work. The plan books are available for staff to check out in 2016/17. |
| | Task Completed: | 08/03/2015 |
| | <p>2. Multnomah Educational Service District (MESD) professional development specialist, Penny Plavala, will provide K-8 Common Core and Smarter Balanced Assessment professional development sessions. Professional development themes:</p> <p>9-14-15 CCSS Refresher/Grade Level Progressions -Closely examining Common Core reading standards and more 10-12-15 Continued Work on Close Reading with Focus on Text-Dependent Constructed Response Questions - Refresher on Close Reading, Teachers bring a reading passage from their curriculum and write Close Reading questions to create a baseline assessment for their students and more 11-9-15 Create Rubric and Score Baseline Assessment -Teachers bring back student work, review sample scoring guides, create a custom scoring guide and expected answer for a question 12-14-15 Instructional Strategies for Text-Dependent Close Reading questions -Review brainstormed Close Reading question "skill list" and more Note: Professional Learning Community time is provided so teacher-teams can go deeper into the work.</p> <p>MESD K-12 Mathematics Specialist Roxanne Malter will lead a professional development session for Franklin cluster mid-level teachers on October 12. In the future, she is available to be a consult for staff throughout the year. During the professional development experience teachers will...</p> <p>-Explore mathematics common core content standards and the mathematics common core practice standards through the lens of Smarter Balanced and looking at what this means for math instruction. -Use the Connected Math materials to look at how to design Constructed Response prompts and Performance Tasks. -Practice creating rubrics to score the tasks. -Network with mid-level mathematics teachers across the K-8 and middle school buildings within the cluster.</p> | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 10/06/2014 |
| | Frequency: | four times a year |
| | Comments: | In addition, there was a session focusing on Common Core Mathematics; teacher feedback was gained through a survey; text-dependent lesson plan is available online on the Creston Professional Blog under the "resources" tab - crestonweekly.blogspot.com. In addition, the Common Core MESD online information is available to staff on the blog. These resources are available to staff in 2016/17, and will continue to be available in future school years. |
| | Task Completed: | 12/14/2015 |
| | <p>3. Staff will focus on understanding the purpose of PLC's and creating their yearlong schedule based on core academic areas, and working to unpack CCSS.</p> <p>Creston K-8 is partnering with Portland State University Professor Pat Burk to enhance the structure and effectiveness of our PLC format. One source for this work includes: "Learning to Improve: How America's Schools Can Get Better at Getting Better" by Anthony Bryk, Louis Gomez, Alicia Grunow, and Paul LeMahieu</p> | |

| | | |
|--|-------------------------|--|
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 11/14/2016 |
| | Frequency: | twice a year |
| | Comments: | <p>PLC work will continue in 2016/17, with additional opportunities for teams to choose a focus of study. Books, to guide their learning, will be purchased and provided to the study group members. PLC's will include specialists, support staff, and administration.</p> <p>PLC leaders will be determined in fall 2016, at which time the PLC's focus and meeting structure (roles and responsibilities, note-taking, for example) will be introduced, as well as training opportunities established.</p> <p>Professor Burk, Portland State Unverisity professor, will be available to provide technical support to our PLC's as needed.</p> |
| | Task Completed: | 10/16/2015 |
| 5. PLC professional development will take place as needed as we continue to establish our PLC structures. | | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 06/06/2016 |
| | Frequency: | monthly |
| | Comments: | |
| | Task Completed: | 10/16/2015 |
| 6. Technology training, as professional development, with programs that enrich and implement student learning (ie. Chromebooks, online educational programs, such as Moby Max), and other online applications. | | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 02/25/2015 |
| | Target Completion Date: | 08/01/2016 |
| | Frequency: | four times a year |
| | Comments: | <p>Classroom blog program piloted, and will continue into 2016/17, as it is viewed as a powerful way to reach and communicate with parents. Time needs to be dedicated to professional development on online programs.</p> <p>Staff are encouraged to share online resources with parents. A plan to train teachers in blogs and e-mail distribution lists is being developed.</p> |
| | Task Completed: | 11/14/2014 |
| 7. PPS Special Education department will provide professional development on supporting special education students using Universal Principles of Design. See Universal Principles of Design video by googling "UDL At a Glance" | | |
| | Assigned to: | Conrad Hurdle |
| | Added date: | 05/04/2016 |
| | Target Completion Date: | 11/03/2016 |
| | Frequency: | three times a year |

| | | |
|--|-----------|--|
| | Comments: | <p>Training dates for the 2016/17 school year - 10/10/16, 11/14/16, and 12/12/16. Creston K-8 Universal Design for Learning Professional Development Sessions with PPS Teacher on Special Assignment</p> <p>October 10 Engaging All Students in Learning Implement strategies to recruit student interest in learning Implement strategies to help students persist in challenging tasks Provide options for promoting self-regulation in learning Mini-PLC: Look through your resources folder. Select an engagement strategy/template that you could use in your classroom. Homework: Implement a strategy/template in your classroom by November 8. Bring copies of your strategy (student work) to our November 14 session.</p> <p>November 14 Entry Points to Learning- Part 1 Options to provide entry points to text through multiple means of representation A strategy that will engage students in constructing knowledge about learning and help them show that they know what the learning means Resources to plan lessons that provide entry points to learning for all students Mini-PLC: Discuss and share examples of an engagement strategy/template you implemented in the classroom. Homework: Look through the resources provided and find a UDL resource to provide students with different ways to access learning based on their learning styles. Please bring copies to the December 12 session. Select an assessment and bring a copy to the Dec. 12 session.</p> <p>December 12 Entry Points to Learning- Part 2 Providing different ways for students to access learning and show what they know Enhancing classroom assessments by using Universal Design for Learning Mini-PLC: Sharing tools... To provide students with different ways to access learning To enhance classroom assessments by using Universal Design for Learning</p> |
|--|-----------|--|

| | | | |
|-------------------|--|---|--|
| Implement | Percent Task Complete: | Tasks completed: 5 of 6 (83%) | |
| Indicator | EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | 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: | PLC teams are utilizing some forms of data to improve curriculum and instructional strategies; due to the size of our school, these types of conversations are limited. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | EE2.5 - All instructional staff in the school use sound classroom management practices that | | |

| | | | |
|-------------------|--|---|--|
| Indicator | encourage student engagement and affect student learning.(3171) | | |
| Status | Tasks completed: 7 of 9 (78%) | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | 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: | Most of the instructional staff in the school use sound classroom management practices that encourage student engagement and effect student learning. | |
| Plan | Assigned to: | Korinna Kidd | |
| | How it will look when fully met: | All Creston school staff, including support and afterschool activity staff, will use PBIS techniques to encourage student engagement and effect student learning. Sound classroom management skills will come directly from PBIS training. The school counselor will oversee the PBIS climate within the school, working consistently with the PBIS team. Staff, as well as visitors to Creston, will see classroom/school expectations posted. | |
| | Target Date: | 01/22/2015 | |
| | Tasks: | | |
| | 1. PBIS preview presented by PPS behavioral TOSA to include classroom management. | | |
| | Assigned to: | Conrad Hurdle | |
| | Added date: | 03/12/2015 | |
| | Target Completion Date: | 03/18/2015 | |
| | Comments: | | |
| | Task Completed: | 03/16/2016 | |
| | 2. Create a PBIS committee, to include principal, counselor, and two teaching staff members. | | |
| | Assigned to: | Conrad Hurdle | |
| | Added date: | 03/12/2015 | |
| | Target Completion Date: | 03/30/2015 | |
| | Comments: | The 2016/17 PBIS committee will be determined by 6/13/16, as there will be summer training included. | |
| | Task Completed: | 05/04/2015 | |
| | 3. PBIS committee meets monthly to proactively plan preventative measures for school-wide support. | | |
| | Assigned to: | Korinna Kidd | |
| | Added date: | 02/25/2015 | |
| | Target Completion Date: | 04/06/2015 | |
| | Comments: | | |
| | Task Completed: | 10/08/2015 | |
| | 4. PBIS Professional Development - .5 day a.m. in-service, facilitated by PBIS Team, to provide staff with | | |

| | |
|---|---|
| PBIS program key elements. | |
| Assigned to: | Kate, Melissa, Chuck, and Conrad |
| Added date: | 03/12/2015 |
| Target Completion Date: | 08/23/2016 |
| Comments: | <p>Examples from the August 23, 2016 PBIS Agenda</p> <ul style="list-style-type: none"> -Introduce our School-Wide Orientation Schedule for teaching hallway, bathroom, cafeteria, and playground expectations -Reviewing student acknowledgement systems with staff -Providing time for staff to review their Champ's classroom climate plan <p>1.5 Problem Behavior Definitions School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice. There is a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. Look fors... Student handbook School policy Discipline Flowchart</p> <p>1.6 Discipline Policies School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently, and reflect understanding of community values and practices. (Look fors) Informal administrator interview</p> <p>1.8 Classroom Procedures Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. Students of ALL racial, cultural, ethnic and linguistic backgrounds feel welcomed and valued in the classroom. Look fors... Staff handbook Informal walkthroughs Progress monitoring Individual classroom data</p> <p>1.9 Feedback and Acknowledgement A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. <input type="checkbox"/><input type="checkbox"/>TFI Walkthrough</p> |
| Task Completed: | 08/25/2015 |
| 5. PBIS key tenets presented to parents at fall Creston Back-to-School Night. | |
| Assigned to: | Conrad Hurdle |

| | | |
|--|---|---|
| | Added date: | 03/12/2015 |
| | Target Completion Date: | 09/24/2015 |
| | Comments: | |
| | Task Completed: | 09/10/2015 |
| | 6. The counselor will outline individual and small group programs, as well as define the referral process with staff and families, to share knowledge on how to seek assistance for students/families in need. The counselor, along with the Special Education team, will introduce and/or review the Zones of Regulation with Creston staff to provide information on how to assist students at various levels of behavior escalation. | |
| | Assigned to: | Korinna Kidd |
| | Added date: | 03/12/2015 |
| | Target Completion Date: | 11/28/2016 |
| | Frequency: | twice a year |
| | Comments: | 1.15 Annual Evaluation Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. Assessment of school success includes student and family voice (survey, focus groups, etc.). Staff, student, and family surveys Other look fors... Student handbook Fidelity tools School policy Student outcomes District reports School newsletters |
| | Task Completed: | 09/11/2015 |
| | 7. Implementation of Tier 2 interventions, which will include check-in/check-out procedures; discipline procedures (CHAMPS Classroom Management Plan); quarterly discipline and attendance data review. By the beginning of the 2016/17 school year, Dan will share a specific attendance plan with staff. | |
| | Assigned to: | Korinna Kidd |
| | Added date: | 05/19/2016 |
| | Target Completion Date: | 09/04/2017 |
| | Frequency: | monthly |
| | Comments: | Attendance specialist is a valuable resource in sharing information regarding students' absences. 1.12 Discipline Data Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Data is disaggregated by race, language, exceptionality, SPED, etc. Look fors... School policy Team meeting minutes |

| | |
|--|--|
| | <p>Student outcome Data 1.13 Data-based Decision Making Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making, data is disaggregated by race, language, exceptionality, SPED, etc. received by at least 50% of a sample of students.</p> <p>Look fors... Staff professional development calendar Staff handbook Team meeting minutes</p> <p>1.14 Fidelity Data Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. Look for... Staff handbook <input type="checkbox"/><input type="checkbox"/></p> |
|--|--|

8. Creston will develop a formal attendance plan with input from the attendance analyst. Key components: regular monitoring of attendance data by support team; protocol for teachers (initial contact with family, for example); the system will clearly state steps to be taken from initial response onward.

| | |
|-------------------------|--|
| Assigned to: | Korinna Kidd |
| Added date: | 05/19/2016 |
| Target Completion Date: | 08/24/2016 |
| Comments: | The attendance plan will be developed prior to the beginning of the 2016/17 school year, for presentation to staff in August 2016. |
| Task Completed: | 10/08/2015 |

9. 1.5 Problem Behavior Definitions
School has clear definitions for behaviors that interfere with academic and social success, that reflect student and family voice. There is a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

| | |
|-------------------------|---|
| Assigned to: | Korinna Kidd |
| Added date: | 09/07/2016 |
| Target Completion Date: | 06/30/2017 |
| Comments: | <p>1.14 Fidelity Data Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. Look for... Staff handbook</p> <p>1.15 Annual Evaluation Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I</p> |

| | | |
|---|---|--|
| | | practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. Assessment of school success includes student and family voice (survey, focus groups, etc.). Look for... Staff, student, and family surveys School policy Student outcomes District reports School newsletters |
| Implement | Percent Task Complete: | Tasks completed: 7 of 9 (78%) |
| Indicator | EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 08/18/2014 |
| | Evidence: | Administrator utilizes Charlotte Danielson framework; regular formal and informal classroom observations that included written feedback in a timely manner. |
| Comprehensive Achievement Indicators | | |
| Family and Community Involvement | | |
| Indicator | FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 |
| | Evidence: | Classroom and school-wide newsletters; duty teachers greeting parents; Friday coffees(Chat with Conrad); Some teachers greeting families as they pass their door; Literacy Night; Multiple PTA family-oriented events and activities; Burgerville Night; Pizzicato Night; Principal greets families and students each morning in the main hall; community agents available for various languages spoken by Creston families; Back-to-School activities; school tours; Creston website; SUN Program for 2014/15. |
| Indicator | FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174) | |
| Status | In Plan / No Tasks Created | |
| Assessment | Level of Development: | Initial: Limited Development 08/19/2014 |
| | Index: | 3 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Vernier Technologies (Backpack program; OSU Nutrition Program; Creston community business partnerships (Les Schwab, Mojo Café, Safeway, Burgerville, Pizzicato); STARBASE; Junior Achievement; Concordia University; Portland State University family night); University of Idaho; Women in Trades; Leukemia & Lymphoma Society; SUN School through Multnomah County; White Bird; Extensive Arts program guests, performances, and classes; Tree Talk; Saturday Academy; TAG |

| | | |
|-------------------|--|---|
| | | program connections to enrichment learning (cartooning. |
| Plan | Assigned to: | Not yet assigned |
| Indicator | FC3.3 - The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175) | |
| Status | In Plan / No Tasks Created | |
| Assessment | Level of Development: | Initial: Limited Development 08/19/2014 |
| | Index: | 3 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Not currently translating SIP or Student Handbook; Student/Parent Handbook is not reviewed annually (plan is to have it reviewed by committee). |
| Plan | Assigned to: | Not yet assigned |
| Indicator | FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176) | |
| Status | In Plan / No Tasks Created | |
| Assessment | Level of Development: | Initial: Limited Development 08/19/2014 |
| | Index: | 6 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | "Chats with Conrad" (conversations with Principal that include learning opportunities for parents); ESL program very strong in parent outreach, including extensive learning component; connections with district support for student opportunities (tutoring, behavior support); Creston website links; PTA resources. |
| Plan | Assigned to: | Not yet assigned |
| Indicator | FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 |
| | Evidence: | Classroom volunteer opportunities; Parents are invited to chaperone school events and field trips; PTA and school connect to coordinate volunteers and parent activities within school; newsletter provides multiple opportunities for parents to volunteer and participate in school functions. |
| Indicator | FC3.6 - School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 |
| | Evidence: | Site Council; "Chats with Conrad" (Principal and parents meet to discuss relevant school issues); Extensive meetings between Principal and PTA; Principal's presentations at PTA general and board meetings. |
| Indicator | | |

| | | | |
|---|---|---|--|
| Indicator | FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Naviance; Women in Trades; GEAR-UP; college and university tours; speakers and guests; college and university pennants displayed in school foyer; professional development for teachers to encourage "Kindergarten to College" mindset; classroom conversations to encourage career goal-setting. | |
| Indicator | FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Newsletter; outside phone lines within classrooms; e-mail; text; school-to-home student journals; middle school portfolio conferences; fall conferences; open house; back-to-school picnic/ice cream social; daily/weekly progress reports. | |
| Comprehensive Achievement Indicators | | | |
| Teaching and Learning | | | |
| Indicator | TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Designated CCSS team attended Best Practice institute in spring 2014, as well as summer 2014; CCSS team presented current information to staff during faculty inservices; District TOSA's presented fall/winter of 2013/14; professional development calendar for 2014/15 aligned to CCSS. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Following RTI plan for reading with Dibels and Easy CBM; 8th grade pilot test in math Smarter Balanced in spring 2014; work samples in math, writing, and science; unit tests based on CCSS curriculum; high participation in OAKS testing in spring 2014. | |
| Plan | Assigned to: | Not yet assigned | |

| | | | |
|-------------------|---|--|--|
| Indicator | TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/18/2014 | |
| | Evidence: | State and district provide data of required student assessments that are aligned to standards; teaching staff utilize state testing scores and curriculum standards individually, as well as in team and staff meetings. | |
| Indicator | TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 08/18/2014 | |
| | 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: | Electronic data made available to instructional staff; some teachers utilize assessment data to guide instructional practices. | |
| Plan | Assigned to: | Conrad Hurdle | |
| | How it will look when fully met: | Develop an intentional system for reviewing and assessing data, and then using this information to lead staff in instructional decision-making practices and procedures. Creston has significant reading assessment data available, including Dibels, DRA, Easy CBM, PPS Literacy Assessment, and Scott Foresman, as well as state testing results for grades 3-8. In fall 2016, Greta Bergren-Dizon will lead the staff in reading assessment training, which will include accessing graphs and data. Monthly grade level meetings focus on assessment data using structural forms. | |
| | Target Date: | 06/08/2017 | |
| | Tasks: | | |
| | 1. Providing professional development to staff regarding RTI assessments, and tools necessary to administer the assessments. Additional focus will be placed on accessing and utilizing data. Teachers will be asked to select one student to monitor throughout the school year in their reading progress. | | |
| | Assigned to: | Greta Bergren-Dizon | |
| | Added date: | 05/19/2016 | |
| | Target Completion Date: | 11/04/2016 | |
| | Comments: | If the need or request arises, Greta will be available to consult and/or provide additional training. | |
| | 2. During monthly team meetings, staff will analyze data using a provided form, to make instructional decisions addressing individual student needs. The form will lead the staff in differentiation and standards-based instruction. For example, the Fall, Winter, Spring Benchmark Analysis and Effectiveness: K-3 Dibels/ 4th-8th EasyCBM form will be used to guide our literacy instructional decisions. This tool will guide our teams in using data to make effective instructional decisions within grade-levels classrooms. | | |
| | Assigned to: | Greta Bergren-Dizon | |
| | Added date: | 05/19/2016 | |
| | Target Completion Date: | 09/04/2017 | |
| | Frequency: | monthly | |
| | Comments: | | |

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Comprehensive Achievement Indicators

Technical and Adaptive Leadership

Indicator LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 08/19/2014

Evidence: School has focus on teacher leaders; committees; Leadership Team with teacher representation from K-8 and support team; PLC committees led by Leadership Team teachers; Equity Team; Safety Committee; CCSS; Principal mentors teachers pursuing administration or leadership opportunities; Technology committee.

Indicator LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. (3186)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 08/19/2014

Evidence: Principal follows specific criteria to ensure district and state evaluation processes are adhered to.

Indicator LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: Limited Development 08/19/2014

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: Designated team leaders (teachers) met monthly with grade level teams to discuss building issues, events, and responsibilities. These meetings were followed by meetings with the Principal; Extensive focus on goal-setting, school improvement, and sharing information from team meetings.

Plan Assigned to: Not yet assigned

Indicator LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 08/19/2014

Evidence: School leadership openly brings ideas to administration, and in turn opportunities for school improvement are initiated; Teacher leaders are included in decision-making opportunities through planning meetings; Teacher-led professional development; Teacher input in classroom placements; Administration has promoted a collaborative atmosphere of Creston staff being able to share and implement strategies for increased learning outcomes (looping, for example).

Indicator LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)

Status Full Implementation

| | | | |
|-------------------|--|---|--|
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Monthly Equity training that is specifically planned to address the needs of the Creston community; data sharing; relevant information shared with staff to promote an environment of equity, cultural competence, and high expectations. | |
| Indicator | LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Principal promotes transparency in building development through collaborative practices; Principal maintains open communication with staff through personal communication, meetings, and e-mail; Principal practices "open door" policy; Principal seeks solutions through working in a positive manner with staff; Principal is visible and easily accessed in building; Principal is open to suggestions and follows through with making necessary improvements; Principal supplies teaching staff with data and resources to encourage student achievement; Principal is active in the community promoting Creston school. | |
| Indicator | LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Principal adheres to district and state policy in teacher placement. | |
| Indicator | LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 08/19/2014 | |
| | Evidence: | Principal works closely with the district recruiting department of HR to hire highly qualified staff; Principal provides support to existing highly qualified staff to ensure their satisfaction with their teaching assignment. | |
| Indicator | LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/19/2014 | |
| | 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: | SIP is currently reviewed and evaluated with Site Council members, who represent the Creston school community that includes staff and parents. | |
| Plan | Assigned to: | Not yet assigned | |
| Indicator | LDR5.10 - School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194) | | |
| Status | In Plan / No Tasks Created | | |
| Assessment | Level of Development: | Initial: Limited Development 08/19/2014 | |
| | Index: | (Priority Score x Opportunity Score) | |

| | | | |
|-------------|--|---|--|
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | SIP reviewed and assessed; PTA evaluative tools reviewed; district staff evaluation/assessment policies; staff feedback; TOSA presentations; Indistar planning; faculty/team meetings to discuss needs within the building. | |
| Plan | Assigned to: | Not yet assigned | |