LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA
December 8, 2016, 6:00 PM
Green Acres School
700 S. 10th Street, Lebanon, Oregon 97355

A. WELCOME
1. **Call to Order**
2. **Flag Salute**
3. **Audience Comments:** This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers should identify themselves and state their name before speaking. Speakers are asked to write their name, address, and phone number. Each speaker will be allowed 3 minutes.

B. GOOD NEWS/COMMUNITY COMMUNICATIONS
1. **Report:** Green Acres School (Enclosure B-1)

C. GENERAL BUSINESS
1. **Policies**
   a. **Information:** Revised Policy AR (Enclosures C-1)
      i. KL-AR: Public Complaint Procedure
2. **Action:** OSBA Election – Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee (Enclosure C-2)
3. **Discussion:** Drug Testing Athletes (Enclosure C-3)
4. **Action:** Approve Use of Electronic Board Packets – BoardEffect (Enclosure C-4)

D. DEPARTMENT REPORTS
1. **Finance**
   a. **Report** (Enclosure D-1)
   b. **Action:** Approve Budget Meeting Calendar (Enclosure D-2)
2. **Operations**
3. **Human Resources**
   a. **Information:** Superintendent Evaluation Reflection (Enclosure D-3)

E. COMMUNICATION
1. **Board**
2. **Superintendent**

B. CONSENT AGENDA
1. **Action:** Approve November 17, 2016 Board Minutes (Enclosure F-1)
2. **Action:** Approve Hiring/Transfers/Leave of Absence
   a. Scott Henderson, Transfer to Dean of Students, Seven Oak Middle School
   b. Robert Tatum, Welding Teacher – Lebanon High School (.50 FTE, Temporary)

F. ADJOURN

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's desire to hold an effective and efficient meeting to do the business of the District. In keeping with that objective the Board provides a

place for AUDIENCE COMMENTS on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The following quote is instructive to the Board and its visitors.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment."

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings." Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

FUTURE MEETINGS
January 12, 2017   Lebanon High School
February 9, 2017   Hamilton Creek School
March 9, 2017   Seven Oak Middle School
April 13, 2017   Riverview School

Green Acres Documentation

- GNA Comprehensive Indistar Report

- GNA Priorities Indistar - SIP Data 2016-2017

- 2016-2017 HASD Report

- GNA Leadership Teams

- GNA AVID site Team Calendar year long PD plan

- 2016-2017 GNA AVID Yearlong plan months at a glance

- GNA 2016-2017 AVID site team plan

- 5-year AVID plan GNA

- OFAST Grant Overview

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.

11/30/2016

Green Acres School NCES - 410738000684

Lebanon Community SD 9

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	Tasks completed: 9 of 13 (69%)		
Assessment	Level of Development:	Initial: Limited Development 04/01/2013	
		Objective Met - 06/15/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we have established a PBIS team and a IPBS team. We have seen a reduction in behavior across the entire school. We have implemented "walk-abouts" (educating students on expected behaviors) and have been rewarding expected behaviors. We have seen an expansion in our green zone students and a reduction in red and yellow zone student (in behavior). We have also implemented new student assemblies for those that come in the middle of the year. Expected behaviors are taught. We also have family nights and even family nights for our ELL students.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	By June 2016 Green Acres will develop and manage a system that ensures a safe, respectful, culturally-inclusive environment for all students. Through the implementation of a Positive Behavior Intervention and Support System we will have consistent rules and expectations across all setting. Our expectations will be high and opportunities for students to have a sense of belonging and make positive contribution to the school community will be ever present. Our PBIS team will foster movement toward a more culturally-inclusive environment and facilitate strong school-wide, classroom and individual PBIS systems.	
	Target Date:	06/30/2017	
	Tasks:		
	1. 1. Culture/PBiS team will use parent, staff and student input along with SWIS data to implement action steps to improve outcomes. Culture/PBiS Team will focus on AVID Essential 2 to improve culture at Green Acres through the implementation of improved communication, system improvements, professional development, and training for staff, students, and families.		
	Assigned to:	Natalia Luebke	
	Added date:	06/20/2016	

	Target Completion Date:	06/09/2017	
	Frequency:	monthly	
	Comments:		

2. 2. Teachers collect and analyze classroom behavior data and determine students in need of additional support and discuss with grade level team. (Level 1) Teachers bring identified student data to monthly RTI meeting and determines students in need of Yellow Zone interventions (CICO, safety plan, and behavior intervention plan) and reviews data monthly. (Level 2) Behavior Team meets weekly to review SWiS data for strategic and intensive students (yellow/red zone) to monitor and adjust plans and communicate with teachers, students and families. Behavior Team determines students in need for Intensive support (Formal Behavior Assessments and Behavior Support Plans; adjusted schedules/placement).(Level 3)

Assigned to:	Amanda Plummer	
Added date:	06/20/2016	
Target Completion Date:	06/09/2017	
Frequency:	weekly	
Comments:		

3. 3. Staff will celebrate student growth and success concerning behavior and attendance. Culture Team will work with benchmarks to determine regular incentive activities for all students. i.e.*Rewards for ClassDojo points *Grizzle Greats *BINGO *Family nights *Student store *Student of the month: Academic and Citizenship awards *Virtue winners of the week *Grizzle Golds *Mathletes *Strong Attendance Awards *Token Parties."

Assigned to:	Natalia Luebke	
Added date:	06/20/2016	
Target Completion Date:	06/09/2017	
Frequency:	four times a year	
Comments:		

4. 4. Students create and share motivational messages with their buddy room before benchmark/state testing.

Assigned to:	Natalia Luebke	
Added date:	06/20/2016	
Target Completion Date:	06/09/2017	
Frequency:	four times a year	
Comments:		

5. ELL family involvement will become a focus through the following actions:
1. ELL family nights will be expanded to grade level units.
2. Parents will be included in the school by offering at least one ELL family night.

Assigned to:	Jacque Wells	
Added date:	04/12/2013	
Target Completion Date:	09/30/2013	
Comments:	No Excuses Parent University class held at start of school year (9/11/13) for parents of K-2 and 3-5. The notebook for parents was revised. Teachers presented the expectations for students and parents (both academic and behavioral). An interpreter was provided and the principal spoke directly to the parents as well.	

| | | We also help an ELL reading night (where students brought their parents and received a free book to read at home). |
| | Task Completed: | 09/26/2013 |

6. The PBIS team will review school data and use the data to revise and/or add strategies to the school-wide PBIS plan.

	Assigned to:	PBIS Team
	Added date:	04/14/2013
	Target Completion Date:	06/14/2013
	Frequency:	twice a year
	Comments:	Staff taught expectations to students through a "walk-about" method. We are currently suing the TIC assessment to determine our needs. One indicator was that we needed to post expectations in all common areas. The Sped department is currently working on this task. Monthly PBIS meetings are held. Lesson plans are developed and distributed to staff. The lessons address the issue that the data from SWIS.
	Task Completed:	05/30/2013

7. The PBIS team will research and read together current best practices in how to create culturally proficient classroom and school environments.

	Assigned to:	PBIS Team
	Added date:	04/14/2013
	Target Completion Date:	06/13/2014
	Comments:	We have been reading about poverty, as a staff. The best discover has been that we have a great deal to learn. The staff will continue to engage in PD that includes creating culturally competent classrooms.
	Task Completed:	01/21/2014

8. Identify roles and responsibilities for providing PBIS leadership and support to help implement school-wide, classroom and individual PBIS systems and culturally inclusive practices.

	Assigned to:	Boon Setser
	Added date:	04/25/2013
	Target Completion Date:	05/30/2013
	Comments:	Rebecca Groner has been appointed to lead the PBIS. This is her first venture into leadership. At the PBIS meetings we now have time keeper, recorder, data person (access data for the meeting and projects it for the team), and facilitator (Rebecca).
		We have yet to address the culturally inclusive practices.
	Task Completed:	08/30/2013

9. Staff will study work done by Eric Jensen to strengthen our collective understanding of the needs of students and families living in poverty. We will read his book "Engaging students in Poverty" as well as other short writings, and implement his suggested practices into the classroom. The PBIS team will help to monitor the implementation of these practices.

	Assigned to:	Sabrina Alexander
	Added date:	04/14/2014
	Target Completion Date:	06/03/2016
	Frequency:	monthly
	Comments:	Updated Evidence, Winter 2016:
		The staff has continued to participate in monthly trainings regarding

working with families of poverty, in crisis, working through trauma, etc. This will be an ongoing focus for this school to best serve our clientel. Currently we are running a full food pantry, clothing pantry, and family support. Our staff has grown tremendously in empathy and skills for our students, evident in our PBIS/attendance work and overall building climate.

Evidence of progress-June 2015:
-This work will continue into the 2015-2016 school year, with a continuation of trainings by the PBIS team
-Teachers and staff show progress towards a more comprehensive understanding of the effect of poverty on students by using concrete strategies suggested by Jensen. This year, the most common strategies were higher expectations, consistent rigor, concrete support for student health and nutrition need, working with students on a growth mindset.
-Next year's focus will begin with teaching students effort.

EVIDENCE OF PROGRESS-FEBRUARY 2015:
OUTCOMES TO DATE:
• Staff have read portions of Jensen's work each month at staff professional development.
• The Jensen work is then accompanied by an activity to help bring about better awareness and strategies for addressing students and families in poverty.
• Each staff member has a PBIS partner. With this partner they are assigned weekly "projects" where they support each other in this work. Whether holding each other accountable for a plan previously made, or reminders of best practice, etc.
• Each month a Jensen idea is shared at the staff meeting and a PBIS member and myself, the principal, do a professional development for the entire staff.
IMPACTS OF THIS WORK TO DATE:
• Our current monthly average for minor/major referrals is 48 versus last years average at this time of 64: staff are taking care to implement relevant interventions and address student need before assigning a referral.

PBIS team read a Jensen article and will use it and the book to guide staff through mini-lessons.
PBIS Mtg Notes:
10/9/14 Mtg – Poverty team put in place. Staff reading book. Mini lessons being developed to do with all staff. First mini lesson on "hope and mindset" week of October 13. (Sabrina and Natalia)
10/15/14-The staff participated in a professional development regarding hope and the growth mindset in students.
The PBIS team will meet on Thursday November 13th to discuss the monitoring of the two PD's we have had so far this year regarding Growth Mindset and Hope as well as public shaming of students

| | | Task Completed: | 04/07/2016 |
| | | | |

10. To help strengthen our school culture and be more culturally inclusive, we will participate in the Opportunity Summit on October 16th, 2014 organized by the district and facilitated by Donna Beagle. We will have at least 10 of our Green Acres families be participants in the community wide event. Additionally, 3 staff and the principal will participate as workers at the Summit. We will debrief the information and experiences with the PBIS team and make a plan on how to disseminate it with staff and parents.

| | | Assigned to: | Sabrina Alexander |
| | | Added date: | |

	Added date:	06/24/2014
	Target Completion Date:	10/31/2014
	Comments:	PBIS Mtg Notes: 10/9/14 Mtg - Opportunity Summit on Oct. 17. 15 families and 4 staff identified to attend. Will come back to PBIS and plan out navigators and neighbors. 10/22/14 -Green Acres had an overwhelming amount of family representation. In addition we had the highest staff involvement. Staff members were active in inviting families and preparing for the conference. It has brought about greater awareness of understanding our families in crisis and currently the greatest effect I see is a stronger sense of how to instruct with these pieces in mind. With an emphasis on empathy and high expectations of success for all students. The debrief will occur at the November PBIS meeting.
	Task Completed:	10/22/2014
	11. The PBIS leadership team will be established and will meet regularly to review the Big 5 from the SWIS data as well as the identified behavior expectations. The team will meet in August to prepare for the year and solidify the building model and plan, specifically in regards to the protocol for addressing minor and major behaviors. The team will re-establish these protocols and then plan for building wide staff development in September to ensure 100% buy-in and consistency.	
	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	09/30/2014
	Comments:	The PBIS team is meeting with the district PBIS leader to collaborate on SWIS system and types of data that will be collected and acted upon. Occurs on 9-11-14. PBIS Mtg Notes: 8/14/14 Mtg. Notes: Prepared agenda and updated student/parent handbook, referral and discipline flow chart, use of incentives. 10/22/14 All staff are working to take care to implement interventions and reteach. The counselor is supporting teachers as are the PBIS team ambassadors to identify appropriate interventions. This is helping to make the "writing up/referral process to be streamlined and addressed." Much of our numbers this year are due to Sped kids who did not have an appropriate program to start the year. The principal's weekly "notes" remind staff about PBIS-little mini teach moments, and we are having our monthly PD with the whole staff, specifically around working with students in poverty. I think that is a good start and will continue to follow up on this action. 1/15/15 - PBIS team reviewed SWIS data and found improvements in specific settings and concerns in others. The team identified 3-4 strategies to implement in classroom, cafeteria and on the playground to reduce referral rates. Average Sept 2013 / Sept 2014 / Oct 2013 / October 2014 Major/minors 2.0 / 3.1 / 3.1 / 1.8 Majors .4 / 1.1 / 1.0 / .4 Minors 1.5 / 1.9 / 2.0 / 1.2 So what you see is a higher number this year in September than past but a lower number in Oct. this is partly because the month isn't over and the possibility that students were not identified in a systematic way last year meaning no numbers in September and higher numbers post. But that is speculation. We'll see what it actually looks like later.

| | | Please refer to EE2.5 task #3 for continued documentation of this work. |
| | **Task Completed:** | **10/22/2014** |

12. The PBIS Leadership Team will develop a PBIS handbook for staff that includes the school's vision, expectations, positive incentives, discipline referral system, and consequences and documents all major components of the PBIS system. The handbook will evolve over time as systems are refined.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	01/30/2015
	Comments:	Evidence of progress June 2015: -The handbook was used for this school year and requires minimal changes before use for next school year. -The handbook includes our expectations, positive incentives, discipline referral system, consequences, documents, and additional PBIS components. -Every student was given a hard copy of the handbook and signed off receiving and reading the document Decision 9/11/14 - Team will create / revise staff handbook addendums to detail out all procedures. Will occur over the year and be ready to roll out fall 2015. (Parent/student handbook is completed and distributed.) --- 10/9/14 Mtg Notes: Handbook has gone out to parents. PBIS team working on handbook for staff for November PBIS meeting (Elenor and Sabrina) Update for pick up and drop off (Sabrina and Brenda)
	Task Completed:	**05/29/2015**

13. With the building principal, the PBIS team and staff will establish a school-wide PBIS model that focuses on a tiered approach to behavior support. School-wide, classroom, and individual systems will be defined and effectively implemented over a one to three year period.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	01/30/2015
	Comments:	Evidence of progress June 2015: Our referral data is much improved, and specifically in consistency. While there is still room for growth our numbers are mostly consistent and lower. Average referrals by month-multi-year 2013/2014 2014/2015 Sep 40 65 Oct 62 50 Nov 63 49 Dec. 41 71 Jan 81 49 Feb. 99 57 Mar 114 95

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			Apr 200 109 May 201 78 Jun 96 9
			EVIDENCE OF PROGRESS-FEBRUARY 2015 OUTCOMES TO DATE: • We now have a green, yellow and red zone system to support students. • Green zone strategies, such as the consistent use of behavior charts, common lesson plans for behavior expectations, incentive programs, and professional development on understanding the impacts of poverty and the importance of student engagement are reviewed monthly at staff-wide PBIS meetings. The yellow/red zone meets every week during which time 2-3 students are reviewed and a behavior plan is established IMPACTS OF THIS WORK: • Teachers are more calibrated in the implementation of their behavior expectations for all students. • Teachers clearly understand the yellow zone referral process and how to get support for students. • Teachers are more frequently implementing agreed upon classroom level interventions to address yellow zone behaviors. • Teachers are collaborating to put in place individual behavior plans to address intensive level behaviors in the classroom. October 2014 A structure is in place for teams to meet to address tier I-III support needs. The PBIS leadership team meets monthly with specific responsibilities to address the school-wide / green zone needs. They look at data, plan green zone interventions, develop PD plan for staff. The yellow zone (tier II) team is in place and meeting weekly. That team reviews data and students who are in need of higher levels of support, working with staff to implement interventions. The red team (tier III) is meeting on an as needed basis for students who are on high level behavior support plans.
		Task Completed:	05/29/2015
Implement	Percent Task Complete:		
	Objective Met:		6/15/2016
	Experience:		6/15/2016 This has been an exciting process. The school had a set of expectations when I came but they were left up to interpretation and not enforced consistently. Additionally, the overall PBIS system lacked an inclusive perspective, which we have spent a great deal on. All of our teams have been eager to make these adaptations. We have made a great deal of progress and staff buy-in has been excellent.
	Sustain:		6/15/2016 There will need to be on going work done to continue including multiple perspectives in this work, particularly from families. There has been a high expectation and accountability for our PBIS system and behavior protocols. THere will need to be on going support to maintain the standard and enforce fidelity to the practice.
	Evidence:		6/15/2016

	Evidence:	School teams worked to build up a cohesive PBIS program in the building. This program includes a set of protocols and expectations regarding adult responses to student behavior. This has been supported by a great deal of PD using Eric Jensen's work and more recent work on trauma informed practices. The school has hired 4 bilingual employees over the past two years who have worked tirelessly with the rest of our staff to build a community of equal access for students, particularly those families that speak spanish and were not receiving materials at the rate our english speaking families were. The school has made a concerted effort to focus on practices of inclusion within the school and with families. This includes but is not limited to adding a food and clothing pantry, housing a non-profit family support organization, and having a bilingual social worker/school counselor on site.
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	Tasks completed: 6 of 8 (75%)	
Assessment	Level of Development:	Initial: Limited Development 03/27/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has developed a set of core beliefs regarding student achievement. The Title I plan has improvement goals included it however the goals are not easily accessible for all stakeholders to know, understand and contribute to. A more comprehensive set of school improvement goals need to be developed that include strategies for closing the achievement gap among all groups, with particular attention on the Special Education and English Language learner groups. All stakeholders need to be included in this process.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	By June 2017, the school will have articulated a strong mission and have goals that reflect high expectations. The mission will focus on student achievement and will be carried out with a vision for equity and evidenced by actively involved stakeholder groups and significant gains in student performance in reading, writing and math. There will be a method in place for ensuring that all stakeholders are successful participants in the process for closing the existing achievement gaps among student groups. The school's leadership team, academic teams, and site council will be responsible for creating ambitious school improvement plans to address student achievement needs.
	Target Date:	06/30/2017
	Tasks:	
	1. 1. Create a common vision/mission statement with stakeholders.	
	Assigned to:	Amanda Plummer
	Added date:	06/20/2016
	Target Completion Date:	08/26/2016
	Comments:	
	2. 2. Share vision and mission on agendas and staff/student handbooks.	
	Assigned to:	Amanda Plummer

		Added date:	06/20/2016
		Target Completion Date:	06/09/2017
		Comments:	

	3. Engage staff in data analysis process to look deeply into performance issues among subgroups. This addresses intervention #1.		
		Assigned to:	Boon Setser
		Added date:	04/12/2013
		Target Completion Date:	06/14/2013
		Frequency:	four times a year
		Comments:	
		Task Completed:	09/26/2013

	4. Create ambitious school improvement goals in Literacy and Math. This addresses intervention #3.		
		Assigned to:	Leadership Teams and Site Council
		Added date:	04/12/2013
		Target Completion Date:	08/01/2013
		Frequency:	once a year
		Comments:	We have created a SIP for Literacy and Math. The leadership teams oversee the improvement process. The tasks in the SIP are directly aligned with the CAP.
		Task Completed:	01/21/2014

	5. Create ambitious grade level goals in reading and math. Adjust at each benchmarking period. This addresses intervention #3.		
		Assigned to:	Literacy and Math Teams
		Added date:	04/12/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	Grade levels have developed goals for reading but we have yet to establish them for Math. As indicated earlier, we are constructing maps, currently. Once completed we can establish goals for our grade levels.
		Task Completed:	01/21/2014

	6. Through the work of RtI create high functioning teams where special education, ELL, Title I, and regular education work seamlessly and in partnership to address each student's individual learning needs. Teams will meet at least every six weeks to monitor interventions and student progress. This addresses intervention #2.		
		Assigned to:	Leadership Teams
		Added date:	04/12/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	These meetings started 10/28/13. We meet weekly (every Monday). We rotate grade levels so we meet with each GL once every 6 weeks.
		Task Completed:	10/28/2013

7. Create high functioning teams, as part of an organizational framework, where teams focus on student learning needs, work in partnership to embrace high expectations for student learning, and strive to close the achievement gap. Site council, building literacy and math teams, PBIS, and Focus Leadership are the

teams with the main responsibility of driving the school vision.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	01/30/2015
	Frequency:	monthly
	Comments:	These teams are in place and meeting on a regular basis. Each team has a school improvement plan that has specific actions on it from the CAP. The teams monitor the actions and progress related to them. There is sufficient representation on each team.
	Task Completed:	10/22/2014
	8. Create a SIP (school improvement plan) for each area in literacy, PBIS, and math. The actions on the SIP are cut and pasted tasks from the CAP. The SIP format provides an easy "at a glance" look at the strategic actions that will occur in a given school year. The SIP will have the previous year's OAKS and easyCBM data, set performance targets for each academic area and subgroup, will identify actions, track results and document next steps.	
	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	08/29/2014
	Comments:	A SIP for ELA, math and PBIS have been developed and each leadership team uses it to guide their work at monthly meetings. The teams have prioritized actions within the plan that have high impact and are addressing those first. Each SIP outlines the tasks from the CAP in an easy to read format. These plans will also be used to inform site council and the staff at large on progress being made on school improvement efforts.
	Task Completed:	10/18/2014

Implement	Percent Task Complete:	Tasks completed: 6 of 8 (75%)
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: Limited Development 04/01/2013
	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:	This year we began our "Parent University". It is our desire to strengthen relationships with parents and involve them more with their children's education by including them to be more involved in classroom and reinforcing learning at home. We simply need to address the PD aspect and implement, with fidelity, so we can address the need(s) school wide. The PD needs to be developed and structured to have the greatest effect for our parents.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented there will be a strong partnership established between parents and staff. Parents will be actively involved in their children's education through a variety of meaningful volunteer opportunities in the school and classroom and have the necessary tools

		to extend their children's learning at home. The Title I Family Involvement Plan will explicitly describe the strategies and processes used to increase meaningful family involvement that is designed to enhance home-school partnerships and improve student learning. Staff and key parent leaders, will work together as a team and receive training opportunities in order to effectively enlist greater parent involvement both in and out of school. This objective is not a current priority.	
	Target Date:	06/30/2017	
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	**Objective Met** 6/15/2016		
Assessment	Level of Development:	Initial: Limited Development 04/01/2013	
		Objective Met - 06/15/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This year, in Title, we started to look more at the needs of students based on individual needs. Our focus was looking at specific EasyCBM scores and progress monitoring data for groups getting intervention, setting grade level goals, and adjusting instruction for those students not making progress in reading. K-2 teachers implemented the Ashlock enhancement lesson maps and templates to make core instruction in reading more explicit for strategic and intensive level students (as well as the rest). The teachers also had input at the team level meetings as to which students would need additional time and support.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	By June 2016 a comprehensive assessment and intervention plan for both reading and math will be in place. The assessment plan will identify all measures to be administered, who will be assessed and by whom, the purpose of the assessments, timelines for each assessment, and how the data will be used to make decisions for instructional groups and individual students. All resulting instructional plans will be monitored and adjusted over the course of the school year when intervention teams meet to review progress monitoring data. This objective specifically addresses SAT intervention requirement, #3 and extends intervention requirement #2.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Please see Indicator EE 2.4, Task 6, "Data teams will convene monthly to look at student reading data..instructional and system component changes..implemented..."		
		Assigned to:	Literacy Leadership Team
		Added date:	04/16/2013
		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
		Task Completed:	01/21/2014

		2. Staff will complete the self-assessment survey, "Oregon K-12 Literacy Framework: School Support for the Essential Skill of Reading," from the Oregon K-12 Literacy Framework and use the data to prioritize needs. See Component II, Assessment, in the "Framework." The information gathered will assist with the development of a building literacy plan. The template for the plan is accessed through the Oregon K-12 Literacy Framework, Professional Development Portal via the "Framework" website.	
		Assigned to:	Literacy Leadership Team
		Added date:	04/16/2013
		Target Completion Date:	06/30/2014
		Frequency:	once a year
		Comments:	We completed the self assessment survey. The results will drive future work.
		Task Completed:	01/21/2014
		3. Please see Indicator EE 2.4 Task #4, "All certified staff will receive training...to determine the appropriate placement of students into intervention groups for reading instruction."	
		Assigned to:	Literacy coach and Literacy Leadership Team
		Added date:	04/16/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	An outside consultant (RtI specialist) was used to guid teachers in instructional profiling. These profiles were used to establish small groups and changes to instruction to meet student needs.
		Task Completed:	01/21/2014
Implement	Percent Task Complete:		
	Objective Met:		6/15/2016
	Experience:		6/15/2016 Over the course of the past four years the staff has grown to embrace the work of student diagnostics and target skill driven interventions. It had predominantly been a learning curve for more veteraned teachers who had been more accustomed to "centers" driven small group instruction. As we have introduced a more solidified RTI process with on going professional development in lesson plan writing and planning, teachers have adjusted to this more student centered model.
	Sustain:		6/15/2016 Continued work in identify student need and addressing it with the best instruction. We are still developing the skills of planning adequately for student target skill instruction in small groups and particularly with EA in our classroom. We struggle to find the time to adequately communicate with our assistants to ensure that they are also given the quality instruction that students need. This is on-going work.
	Evidence:		6/15/2016 We have a full RTI process for both reading and math. Students all receive core instruction in reading and math, small group instruction by either their teacher or an EA and an additional RTI time (for reading only?). In both math and reading, title I, ELL, and Sped support classroom teachers with research based interventions for optimal student growth and catch-up growth. We have see a steady growth in our reading and with this year's math RTI implementation an overwhelming amount of student growth.
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	**Objective Met** 4/14/2014		
Assessment	Level of Development:		Initial: Limited Development 04/01/2013
			Objective Met - 04/14/2014
	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:		Currently, we have transition meetings at the Head Start and Early Intervention level with Title and SpEd. However, we do not have this structure in place to transition students to the middle school. We do not have student based experiences for students entering kindergarten, between grades, nor when they leave elementary school. We simply have a meeting to transition files. Among our own staff, however, we have a system in place to transition kids into the new grade. Data and interventions travel with each student and meeting are conducted. Transitions are made and teachers collaborate.
Plan	Assigned to:		Amanda Plummer
	How it will look when fully met:		By June 2016 the school will have in place a comprehensive transition plan for students entering kindergarten and exiting to middle school. This plan will be developed in collaboration with the district's middle schools. Tasks related to creating a more robust transition both in and out of elementary school are not currently a priority but will be developed in the 2014-15 school year to be fully in place in 2015-16. A system will be in place that matches our transition program from EI for the Kindergarten students. Title, Sped, and 5th grade teachers will set appointments with 6th grade teachers and specialists to discuss student needs, interventions, and schedules for the following year.

However, for student transitioning between grades, within the K-5 program, tasks will be developed this current school year. A classroom placement policy, communication plan and input from parents, and a process for placing students into the next grade will be developed and implemented for fall 2013. |
	Target Date:		06/30/2016
	Tasks:		
	1. Tasks for creating a comprehensive transition plan for students entering and exiting the elementary school will be developed by the spring of 2015. Basic steps will include: 1. Specialists at GNA will meet to determine which students will require assitance in transition. 2. Specialists will then meet with the teacher to go over specific student needs. 3. 5th grade teachers will then make an appointment with the 6th grade teachers for each student (as well as specialists). 4. Teachers and specialists will then meet to transition documents (level II paperwork, IEPs, assessment information, etc) to the 6th grade teachers.		
		Assigned to:	Janet Miller
		Added date:	04/15/2013
		Target Completion Date:	06/10/2016
		Comments:	SpEd transition have been occurring within the SpEd department. EL teacher typically transitions with her students (she services the middle school, too). 5th grade teachers have been meeting with 6th grade

		teachers, already. Meetings are scheduled for 5th to 6th transition on May 14.
	Task Completed:	04/14/2014
	2. Schedule and conduct transition meetings between giving and receiving teachers, any specialists involved with students and the principal. The outcome of these meetings will be the establishment of tentative class lists for the following school year. Parent input will be considered in the process.	
	Assigned to:	Grade Level Teachers
	Added date:	04/16/2013
	Target Completion Date:	06/14/2013
	Frequency:	once a year
	Comments:	
	Task Completed:	06/14/2013
	3. Create and adopt student information forms that teachers will fill out and use to guide the move up (transition) meetings. The purpose of the forms will be to exchange pertinent academic, social, and emotional information to address student needs and create balanced classrooms.	
	Assigned to:	Leadership Team
	Added date:	04/16/2013
	Target Completion Date:	05/17/2013
	Comments:	
	Task Completed:	05/15/2013
	4. Create and adopt a parent input form for placing students into the next year's grade. Distribute to parents prior to grade level move up meetings.	
	Assigned to:	Leadership Team
	Added date:	04/16/2013
	Target Completion Date:	05/17/2013
	Frequency:	once a year
	Comments:	
	Task Completed:	05/20/2013
	5. Create and adopt a classroom placement policy for moving students into the next grade. Communicate the policy to parents via newsletter, meetings and website.	
	Assigned to:	Leadership Team
	Added date:	04/16/2013
	Target Completion Date:	05/17/2013
	Frequency:	once a year
	Comments:	
	Task Completed:	05/13/2013
Implement	Percent Task Complete:	
	Objective Met:	4/14/2014
	Experience:	4/14/2014 The district has implemented protocol for transitioning students from one building to the next, including the students entering middle school.
	Sustain:	

		4/14/2014 Participate in the district's implemented process.
	Evidence:	4/14/2014 Schedules are set, student paperwork is completed by sending teachers, and logistics are in place.
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)(SIG)**	
Status	**Objective Met** 6/20/2016	
Assessment	Level of Development:	Initial: Limited Development 04/02/2013
		Objective Met - 06/20/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We communicate and coordinate services with outside community programs such as early intervention (EEP), Headstart, Youth Services Team, homeless liaison, Linn County Mental Health, and district health services. Our Title and Special Ed are both utilized to support students needing intervention which helps us maximize our instructional efforts. The principal created a master instructional schedule that shows how much time is being spent in each content area at each grade level. We will revise the schedule to reflect best practice and it will help facilitate our action planning for the 13-14 school year.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	By June 2016 our school will coordinate and integrate services and programs in two ways: 1) We will establish strong ties and partnerships with community services and programs that enhance the educational program, improve student learning and provide support to families and 2) Programs within the school, such as Title I and special programs, will coordinate efforts in order to provide seamless and transparent services to students who need additional learning support. High functioning and effective team structures, protocols and processes will be in place and be representative of Title I, special programs, and regular education. The first part of this objective (#1) is not considered a priority at this time. Therefore, tasks for #1 will be written in the spring of 2015 to be fully implemented in the 2015-2016 school year. However, the second part (#2) is a high priority and tasks for coordinating and integrating services with the school are addressed with tasks outlined in this plan.
	Target Date:	06/30/2016
	Tasks:	
		1. Create and adopt an effective master schedule that coordinates grade level academic blocks for reading and math, incorporates a fully functioning intervention schedule, opportunities for flexible grouping, use of interventionists during small group instruction for high risk learners in order to address additional learning time for students outside the core program time frame.

	Assigned to:	Boon Setser	
	Added date:	04/16/2013	
	Target Completion Date:	06/14/2013	
	Frequency:	once a year	
	Comments:	Done! The master schedule was completed in August and then changed (due to the loss of FTE) the day before school. We have been exploring best practices for grouping of students. We have monitored and adjusted the assignments for our IAs and small groups.	
	Task Completed:	09/03/2013	

2. Through a facilitated staff meeting generate core values and non-negotiables that are to be considered when developing a master schedule.

	Assigned to:	Leadership Team	
	Added date:	04/16/2013	
	Target Completion Date:	05/31/2013	
	Frequency:	once a year	
	Comments:	This was completed. We engaged in long discussion and then developed the current Master Schedule. We will re-visit the MS in the Spring and consider what changes, if any, are required.	
	Task Completed:	05/06/2013	

3. Create and adopt a meeting schedule that outlines when each team meets over the course of the year and who shall attend. Include the tasks and agendas for each meeting, prior to the meeting and note long range goals/outcomes.

	Assigned to:	Literacy and Math Leadership Teams	
	Added date:	04/16/2013	
	Target Completion Date:	08/23/2013	
	Frequency:	once a year	
	Comments:	Teams have been created and given a schedule. The long term goals come from the SIP (school improvement plan) that is connected to that committee (math, ELA, PBIS). However, still needing to happen is a more clear agenda and focus for actual meetings.	
	Task Completed:	01/21/2014	

4. Hire a RtI consultant/coach, with special eduction expertise, to assist with the development of an effective services and delivery model for Title I and SPED. The consultant will meet with the principal and specialists, conduct trainings on data team structures, processes and protocols, and provide technical assistance to the staff to better serve the academic and behavior needs of students.

	Assigned to:	Sabrina Alexander	
	Added date:	06/24/2014	
	Target Completion Date:	08/29/2014	
	Comments:	The RtI consultant is currently working with Title staff, SPED staff, the principal and the Building Literacy Team on implementing effective systems and structures. Last year's focus was on training and establishing effective data team processes for benchmarking periods and a regular 6 week cycle of progress monitoring meetings for each grade level. All staff received training on how to implement templates and lesson maps (aka Ashlock) for the core curriculum to make it more explicit for struggling readers. Classroom teachers are implementing Ashlock strategies with fidelity. They are now better able to differentiate their instruction during small group reading time. They	

create small group lesson plans that identify target skills and differentiate the instruction and materials to address the students' deficit areas. There is a plan in place to train all new staff in how to implement Ashlock. The staff, including SPED and Title teachers, were trained last year and this fall by the consultant and literacy TOSA on how to sort through the benchmarking data, use screeners and diagnostic data, and sort students into instructional profiles to create intervention groups. The BLT, in conjunction with the principal, is now ready to guide the staff-at-large through the benchmarking and progress monitoring data team work with minimal guidance from the consultant. The consultant is continuing to provide job embedded PD for sped and Title, specifically around effective RtI practices for grouping, materials, instructional strategies and lesson planning. The 2014-15 PD and RtI related work activities are as follows:

September-Title and sped training and support for assessing students using diagnostic measures, creating intervention groups, identifying effective progress monitoring probes, materials, lesson plans. Whole staff-instructional profiling work, setting fall to winter grade level goals for benchmark, strategic and intensive level groups.

October - 3rd Ashlock training, specialists get job embedded support for collaborating on lesson planning, RtI data teams begin with consultant support/feedback, paraprofessionals receive follow up training that includes modeling on templates and effective implementation of instructional strategies.

November - More paraprofessional template work

December - Phonics for Reading training for paraprofessionals and specialists

January - Job embedded support for specialists to prepare diagnostic assessment cycle, training for paraprofessionals on comprehension, engagement strategies, data collection and lesson plans

February - Guidance for BLT and principal to prepare for whole school benchmarking period, data review process, and setting winter to spring grade level goals.

March - follow up training for paraprofessionals -sequel to January's training

April - PD for certified and classified on supplementals (REWARDS, Corrective Reading), support for specialists on preparing for administering assessments to targeted students prior to end of year in order to create groups for fall 2015.

May - Job embedded support for specialists to organize end of year data, preparing it for the BLT to use with teachers to review and reflect on student progress

*Note - The RtI consultant and TOSA meet with the principal and the leadership coach every Monday afternoon at 4:00, to discuss RtI system (data teams, assessment, instruction, and interventions), plan and/or adjust upcoming support and PD needs, and problem solve implementation issues.

| | Task Completed: | 10/22/2014 |

5. While working with our RTI coach and Special Ed. expert, redefine the building wide literacy model:
1. Establish clear roles and responsibilities of all specialist staff
2. Document the processes and protocols for diagnosing/assessing student learning needs
3. Determine process to create and monitor instructional groups and make appropriate decisions related to group size and curriculum
4. Implement schedules that maximize opportunities for students to learn
5. Provide for on-going training and supervision of staff
6. Determine the decision rules for transitioning students within and across instructional and/or grade level groups

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	06/12/2015
	Comments:	Evidence of progress-June 2015: % at BM rdg (as det. by easyCBM risk score) 40% % at BM math (as det. by easyCBM raw score) 41% Average growth (per grade, per student) in fluency (easycbm) K-41 PS 1-34 words 2-35 words 3-25 words 4-28 words 5-33 words Average growth (per grade level, per student) in math (easycbm) 1-12 points 2-10 points 3-9 points 4-9 points 5-12 points - EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • Systems are in place to determine the size, frequency, and target skills for instructional groups • The school uses a school wide RTI model that is reflected in the master schedule • The process for transitioning students has begun and is currently being worked out to address student exit strategies and student entrance strategies. We are specifically addressing how to add in new students that come with high needs that may be higher than current students in RTI. IMPACTS OF THE WORK: • Students are progress monitored weekly, and some bi-weekly that may have been exited but still need monitored • Group targets are set by the Title I teacher, based on student data. For each RTI cycle (a 6 week rotation for grade levels) the team evaluates student data and makes decisions for the next 6 week cycle. At this time students could maintain, adjust the intervention, or possibly exit the intervention group. • The title I teacher selects the target skill(s) for a group based on school-wide and program screeners. The Title I teacher, with the support of the classroom teacher, also selects frequency, group size, and duration of the intervention. • Each day every grade level has a 30 minute RTI block built in to their master schedule. K-3 receives title support and 4/5 has in class RTI or sped. The building wide literacy model is based on an RtI approach. The criteria in this task have all been established and are well underway. This task will be used to provide on-going monitoring of the RtI

		Literacy priority for the 2014-15 school year.
	Task Completed:	05/29/2015

6. Continue to build off of the prior trainings conducted by our RtI consultant and district SPED TOSAs for Title and SPED specialists and building principal. An additional 5 trainings will be scheduled, beginning in June 2014, and will continue over the 2014-15 school year that will specifically focus on further proficiency in exemplary literacy instruction. This will include, but not be limited to, student engagement, addressing the big 5, and whole group/small group instructional strategies. The trainings will also address comprehension, vocabulary, and syllabication.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	06/12/2015
	Comments:	Evidence of Progress-June 2015 -New Teachers participated in all five trainings. Veteran teachers participated in 3 smaller, refresher trainings. And: • Grade level common assessments for ELA: weekly and monthly • Assessments are CCSS aligned and identified with specific standards/student objectives • School-wide student engagement: monthly read-ins, family literacy nights, free books for families, SMART, classroom reading buddies, student improvement awards, and high-interest student content • Whole and small group lesson plans written with target skill, materials, duration, group size, student learning objectives and assessments • All plans are based on regular, common formative assessments, including progress monitoring, teacher observation and student work. • The process of student profiling, instruction, collecting data, reflecting and adjusting is fully implemented • Text dependent questions and evidence based answers are a school-wide practice, 1st-5th grade, in all content areas. • Teachers use close reads on a weekly basis within a variety of subject areas BLT Meeting Notes: BLT feels that Vocabulary, Syllabication, and Small group instructional strategies are in motion but need monitored The BLT wants to see new emphasis put on Student Engagement in reading (9/24)
	Task Completed:	05/29/2015

7. The PBIS team will plan a year-long program focused on attendance. The team will use PBIS strategies, like those taught by the safe and civil schools organization, to create a full triangle of interventions for students and families. This program will be used building wide.

	Assigned to:	PBIS team
	Added date:	06/05/2015
	Target Completion Date:	

	Target Completion Date:	06/03/2016
	Comments:	Updated evidence, spring 2016: End of year attendance data: ADA: 94.2% Chronic rate: 14% Best attendance in the district and best for Green Acres in many years. It was an outstanding success! Updated Evidence, Winter 2016: 1) Improve overall school attendance through implementing a school wide attendance program through PBIS initiatives such as: school wide and classroom data collection and presentation, awards/incentives, programs to address student need (walking bus stations, mentors, etc.) and other programs to highlight our school wide focus, and 2) Engage in a deeper look and understanding of our attendance data, including parent and student surveys, to better plan and address the problem. Attendance: Current ADA: 95%, last year's ADA was 91% Current Chronic rate: 17%, last year's chronic rate was 44%
	Task Completed:	06/10/2016
Implement	Percent Task Complete:	
	Objective Met:	6/20/2016
	Experience:	6/20/2016 The staff took time to adjust to having a master schedule. This along with other more structures ways of running an elementary school were newer ideas to some staff members. After working with the teams to better understand how these structures, such as a master schedule, RTI documented processes, meeting schedules, can align with the school's values and initiatives. They have been much more supportive an engaged. It has been important, in this process, to appreciate that every person grows and adjusts in their own time frame. This can be critical when trying to move these kinds of initiatives further.
	Sustain:	6/20/2016 The teams are still working on how to have the master schedule and RTI support one another, especially now that we have added a building focus on math RTI. The schedule is a finite being and can only be adjusted so much. With this constraint of time, there is still work to be done to have these two large areas support each other. The school has also done a great deal of work around attendance, which was mentioned somewhat in this indicator. This work has just begun and will need ongoing attention and energy.
	Evidence:	6/20/2016 The school has the following in place: 1.) A master schedule that is followed with fidelity 2.) RTI program, supported by the master schedule. Title I provides push-in and pull-out support for ELA in K-3rd grades. Title also provides pull-out support for small group math in 3rd-5th grades. 3.) RTI teams meet weekly to review reading and math data

		4.) A cemented process is in place for data collection, student recognition, intervention selection, and progress monitoring 5.) A building wide attendance program 6.) A structure of teams with scheduled meetings throughout the year

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 04/03/2013	
	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:	Currently, classroom teachers in grades 3-5 teach using a departmentalized approach (i.e. one teacher teaches all the ELA for the grade level while the other teacher teaches math and science). As a result of our structure there is not a great deal of common planning or assessments. The instruction that is occurring tends to be in silos. K-2 is not departmentalized and there is more articulation, collaboration and planning. Next year we will be moving away from the departmentalized structure. We will use our early release time ,that will change from the currently weekly event to bi-weekly, to provide collaboration time for staff.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	When fully implemented our school will have a systemic and systematic approach to instruction where teachers collaboratively plan for sound instruction in a variety of instructional modes. Staff will meet on a regular basis to ensure research-based instructional strategies and high levels of student engagement in teaching mathematics, reading, and writing are implemented. Teachers will use data to drive decisions. This objective, while very important, is not be a current priority.	
	Target Date:	06/30/2017	
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)(SIG)**		
Status	Tasks completed: 13 of 20 (65%)		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Each teacher owns a copy of, "Teach Like A Champion". We are slowly gathering, by consensus, the strategies that we are placing high value upon. We are also implementing lesson maps at the BMI and BMII level (Ashlock) that will articulate with and strengthen the core. We have cut out programs that (at the start of this year) added close to 3,500 minutes. RtI has recently become a focus to address the needs of all students as well. In addition, we are doing classroom walk-	

			throughs for the administrator that matches some of the techniques in "Teach Like A Champion" and will be adopting other observation protocols that incorporate effective instructional and curriculum strategies and programs.
Plan	Assigned to:		Amanda Plummer
	How it will look when fully met:		By June 2016, our school will have comprehensive and fully aligned literacy and math programs, a systemic and systematic approach to instruction where teachers routinely use research-based strategies with high levels of student engagement in teaching mathematics, reading, and writing, implement a multi-tiered service delivery model, and use data to drive decisions. This objective specifically addresses SAT intervention requirement #2.
	Target Date:		06/30/2017
	Tasks:		
	1. 1. AVID/Leadership Team will create and refine individual AVID plans and AVID School Site Plan with emphasis on improving culture and instructional practices.		
		Assigned to:	AVID / Leadership Team
		Added date:	06/20/2016
		Target Completion Date:	06/16/2017
		Frequency:	four times a year
		Comments:	
	2. 2. Staff will monitor, analyze, and summarize data from WICOR rubrics four times a year with AVID WICOR Spreadsheet to determine strengths and areas of growth for each student to inform instruction. AVID WICOR Spreadsheets will be shared electronically with AVID Team four times a year. Staff will electronically submit student artifacts and Grade Level Priorities Notes on a monthly basis to administration and the AVID team.		
		Assigned to:	AVID / Leadership Team
		Added date:	06/20/2016
		Target Completion Date:	06/16/2017
		Frequency:	four times a year
		Comments:	
	3. 3. AVID/Leadership team will use AVID Essentials 1, AVID Essential 4, Grade Level Priorities notes, student artifacts, and WICOR data spreadsheets summaries from each grade level to guide professional development and inform instruction.They will also use book Teach Like a Champion as a tool for professional development to improve instructional practices and student engagement.		
		Assigned to:	AVID / Leadership Team
		Added date:	06/20/2016
		Target Completion Date:	06/16/2017
		Frequency:	monthly
		Comments:	
	4. 4. Grade level teams will use Grade Level Priorities notes to document and guide conversations around WICOR and AVID Essential 1. Grade Level Priorities will also be used to create a grade level AVID SMART goal and improve instruction.		
		Assigned to:	PLC Teams
		Added date:	06/20/2016
		Target Completion Date:	06/16/2017
		Frequency:	monthly

	Comments:	
	5. 5. Staff along with literacy coach will continue to use an RtI literacy walk-through along with AVID protocol to provide feedback to staff on their implementation of explicit, systematic literacy instruction and levels of student engagement. Protocols will be used consistently when observing instruction and levels of student engagement. The information gathered will be debriefed with the observed staff member.	
	Assigned to:	Amanda Plummer
	Added date:	06/25/2014
	Target Completion Date:	06/30/2017
	Frequency:	weekly
	Comments:	Updated evidence Spring 2016:

By May teachers were doing peer level walk-throughs within the building, outside of their grade level team. This was a challenging experience for some but a great experience overall. Next year will need to be a continuation of this work.

Updated evidence Winter 2016:

The BLT has settled on a final walk-through sheet. The Building Literacy Team has begun using it with each other and in April/May will begin using it throughout the building. The goal will be stronger student engagement and use of instructional strategies.

Evidence of progress-June 2015

The Building Literacy Team modified the original walk-through form. The focus points and walk through non-negotiables have been agreed on and the team will begin using the form in the fall. The focus will still be on instruction and engagement strategies within the ELA period. We extended the completion date for this task to mid-year '15-'16 for after when the walk through process will be fully implemented.

The work with IA's is complete, minus the ongoing feedback for intervention support. IA's have received training on engagement strategies and each of the programs used. Next year, our title teacher will continue the work of providing on-going training and feedback to our Instructional Assistants.

EVIDENCE OF THE PROGRESS-FEBRUARY 2015:
OUTCOMES OF THE WORK:
• The Building Literacy Leadership Team is in the process of revising the K-2 and 3-5 RtI Reading Walkthrough forms to simplify and make it more user-friendly. The team worked together to agree on non-negotiable expectations regarding best practices, engagement strategies, and big 5 content expectations. These are all included in the walk-through form.
• The BLT will do classroom walkthroughs with each other to try the form before rolling it out to the staff.
• The literacy coaches have reviewed lesson plans and conducted several observations using "Look Fors' or evidence of best practice for IAs delivering instruction to intervention groups to assist in coaching the new Title I teacher and calibrate feedback for the IAs.
• The IA's have been given additional training in their interventions to |

support the feedback they have received.
IMPACTS OF THE WORK:
• The team worked together to agree on non-negotiable expectations regarding best practices, engagement strategies, and big 5 content expectations. These are all included in the walk-through form.
• Teachers are willing to participate in peer observations and feedback as a means of professional development and instructional accountability.
• The IA's are giving their interventions with more consistency and/or seeking support for areas of weakness
• The IA's are starting to give feedback to their teachers if their lesson plans do not have the needed information instead of teaching partial lessons

Additional or supporting documentation:
Meeting notes:
BLT is ready to put in a place a literacy walk through model, timing/expectations? (9/24)
BLT Meeting on 12/3/14
What are we looking for? Engagement (interactive, involved in the learning, writing, reading, conversations, comprehending material, more than one right answer, open ended)
The big 5 happening
Students aware of objective
Good strategies (pair share, instead of hand calling, no round robins - choral reading, partner reading)
Meaningful lessons
Fun and relationships.
Form to be developed at next BLT mtg - January 7, 2015
In January, take one or two preps to visit another BLTs reading block.

6. 6. Culture/PBiS team will lead professional development to improve culture and climate at GAC. Utilizing climate/culture book and AVID strategies.		
	Assigned to:	Natalia Luebke
	Added date:	07/15/2016
	Target Completion Date:	06/16/2017
	Frequency:	monthly
	Comments:	
7. 7. All students will have access to 60 minutes of whole group math instruction and 30 minutes of small group math instruction each day. Students will participate in Dreambox and/or Do the Math in addition to targeted instruction from a teacher or instructional assistant. Student instruction will be based on progress monitoring and the use of a building wide math screening process.		
	Assigned to:	Emily Helpenstell
	Added date:	06/25/2014
	Target Completion Date:	06/30/2017
	Frequency:	weekly
	Comments:	Updated evidence Spring 2016: We implemented a building-wide math RTI process, with Title I support for our 3rd-5th grade students. Our data showed outstanding growth in this area, using our district wide benchmark tool. We are still looking at SBAC growth. For next year, we need a better set of small group materials, particularly for k-2. We used dreambox school-wide with

great success, but teachers are looking for more specific intervention tools to use with small groups in the classroom.

MATH DATA 2015-16

Below is aggregated 1st-5th fall to spring Math Risk percentage data

2015-16	Sept	June
Benchmark		32 52
Strategic	29	28
Intensive	39	20

Math Risk Data, Fall to Spring Percentages by Grade

	B S I		B S I
(1st)	34 30 36		60 22 18
(2nd)	38 18 44		46 40 14
(3rd)	39 38 23		68 17 15
(4th)	30 23 47		47 20 33
(5th)	14 33 53		31 48 21

Grade Level Growth Comparison Math Risk Data Fall to Spring (2015-16)
1st Grade
57% moved one or two levels from fall to spring

2nd Grade:
40% moved one or two levels from fall to spring

3rd Grade:
64% moved one or two levels from fall to spring

4th Grade:
43% moved one or two levels from fall to spring

5th Grade:
53% moved one or two levels from fall to spring

The above data only compares those students who were present at both fall and winter benchmark periods.

Evidence from Winter 2016:
Currently in place for our system:

1)A daily small group math block that will offer title and sped support for 3rd, 4th, and 5th grade math, 2)Tier II and Tier III math interventions building wide, 3) Math has been incorporated into RTI meetings where we monitor student progress and make any needed adjustments to student targeted instruction, 4) Continued focus on fidelity to the core with a higher focus on student engagement during whole group instruction, 5) Systematically using math screeners (similar to a phonics screener) to identify and address student target skills.

8. The Leadership Team, in partnership with the Leadership Coach, will complete the CCSS Needs Assessment then identify priorities and an action plan complete with goals, strategies and a timeline.

Assigned to:

	Assigned to:	Leadership Team
	Added date:	04/12/2013
	Target Completion Date:	05/31/2013
	Comments:	The leadership team took the survey and then created a roll out agenda for CCSS practice understanding. The training's occurred throughout the year, with the last being on May 28th. Teachers are still eager for more help in thinking about the depth of knowledge in correlating their Harcourt materials to the CCSS.
	Task Completed:	01/21/2014
9. The Literacy team will create and implement staff development activities focused on CCSS and RtI literacy. The K-12 Oregon Literacy Framework, the Professional Development Portal that is associated with the Framework, and the ELA Common Core State Standards documents will be used as tools to help design a comprehensive plan that will be initiated in November 2013. School improvement plan will provide documentation of progress and work over time.		
	Assigned to:	Building Literacy Team
	Added date:	04/12/2013
	Target Completion Date:	06/13/2014
	Frequency:	four times a year
	Comments:	The Building Literacy Team led staff through a series of CCSS trainings during the 2013-12 school year. There were a total of 4 sessions completed during early release Wednesdays. The staff learned about the major shifts in CCSS, the standards, and applied their knowledge to collaborate in teams to design lessons that incorporated strategies. Text dependent questions, evidence-based answers, academic vocabulary, and close read strategies were areas of emphasis. While staff have had opportunities to work with these ideas we will need to focus on raising the level of rigor to improve students' abilities to successfully unpack complex text, think critically, and to ensure the practices become routine in day to day teaching. RtI literacy was a big emphasis this year. The staff worked in grade level teams to focus on foundations of reading using their core curriculum and reading enhancements (Ashlock lesson maps and templates). They received training from the RtI consultant/coach on how to: 1) deliver whole group instruction using a more systematic, explicit format, 2) identify skill areas from whole group that needed to be reinforced in small groups and then they developed skill specific and targeted lesson plans for their classroom groups, and 3) plan for intervention groups. Teachers were released for half days to do the planning and they used their weekly grade level meeting time to continue with planning and reflection. Teachers report that their students are reading more proficiently and their easyCBM scores are improving.
	Task Completed:	06/25/2014
10. All teachers and educational assistants will be trained in Harcourt Brace Enhancement / Lesson Maps and Templates. Follow up support and coaching will be provided by the district's RtI coach. On-going training will be provided for new teachers and those teachers changing grade levels each year.		
	Assigned to:	Boon Setser
	Added date:	04/12/2013
	Target Completion Date:	06/20/2014
	Frequency:	once a year
	Comments:	Teachers were given a beginning of the year block training to support their work in Ashlock templates and IA's were given an ongoing

		training during the school year. The training was held by the hired RTI consultant with two additional district RTI/SPED employees. For the upcoming 2014-2015 school year new teachers will be given the same training that previous teachers have had and IA's will continue to receive training throughout the year. Also this fall, all teachers will further their training in syllabication and comprehension
	Task Completed:	01/06/2014

11. An external Math consultant will provide on-going staff development to strengthen core math instruction by identifying and implementing effective math practices, pacing, aligning instruction to CCSS, and implementing formative assessments to monitor and adjust instruction, K-5.

	Assigned to:	Boon Setser
	Added date:	04/12/2013
	Target Completion Date:	09/30/2013
	Frequency:	four times a year
	Comments:	The teachers worked with a consultant from Shannon McGaw for this entire year 2013-2014. The last training took place on June 20th where they synthesized all they had done this year and planned for next year's instruction.
	Task Completed:	06/20/2014

12. Create a multi-tiered (RTI) math model. The model will identify evidence-based core, supplemental, and intervention curriculum, schedules for whole group/small group instruction, assessment measures, and scheduling of intervention groups. All instruction will align to strategies and key concepts from the CCSS.

	Assigned to:	Sabrina Alexander
	Added date:	04/12/2013
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	Evidence of progress-June 2015 -core is established and being taught with fidelity each day -intervention curriculum has been selected and is being used each day 2nd-5th and 2-3 times a week in k/1. -common assessments have been established and are being used and analyzed within grade level teams -teachers are using the selected math screeners to identify student target skills and then progress monitoring them bi-weekly. -the 2015-2016 master schedule has built in small group, math intervention time. For grades 3-5 this will include support from the Title I room. -RTI meetings now allow equal time for reading and math to allow for monitoring student progress EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • We have selected a math screener that will be used for the placement of students in intervention groups. • Teachers are meeting this month to set math goals from winter benchmarking to spring benchmarking. • Tier 3 students are receiving an intensive CCSS intervention using the program, Do the Math, and plans are in place to pilot a tier 2-3 computer adapted program called, "Dreambox." • Teachers teach EngageNY for at least 60 minutes and then do 30 minutes of in-class intervention small group instruction.

		IMPACTS OF THE WORK TO DATE: • Selected screeners • Purchase and Pilot of selected math intervention curriculums BMT Meeting Notes: For this year, the BMT recommends identifying/creating of a k-2 and 3-5 screener to be used this fall. The first data meeting would take place in winter and a second in spring. Grade level teams would identify goals and an instructional plan. There will need to be established math interventions and structures for math small groups. Progress monitoring status? (9/24) BMT Meeting on 12/3/14 The team identified essential skills that needed to be on the diagnostic math screener for each grade level, 2nd-5th. The screener will be administered in January 2015, after the easyCBM benchmarking period. 10/15/14 BMT Mtg Notes: RtI development will begin with the selection of a screener. Benchmark review meetings will begin this year and will occur 2 times this first year, then next year get on the 3 times per year cycle. Teachers will use the screener this year to identify intervention groups. Kristen brought a screener to the team to look at. The BMT team members will share out with grade level partners at next week's PLC and plan to administer to students in the yellow/red zones. Intervention groups will be formed based on the data.
	Task Completed:	05/29/2015
	13. Working in grade level teams and with the support of a part-time math support teacher/coach staff will receive on-going staff development and coaching to strengthen core math instruction. Focus will be on: 1) identifying and implementing the eight math practices, implementing CCSS curriculum, using formative assessments to drive instruction, and learning about and selecting the appropriate DOK levels for tasks. A lesson study model, utilizing an external math coach (Shannon McCaw team), will be used to help lead these efforts and build grade level capacity. An expected outcome of this work will be to have fully CCSS aligned practices and increased instructional rigor.	
	Assigned to:	Math Leadership Team
	Added date:	06/27/2014
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	Evidence of progress-June 2015 -Work with the Math coach is complete. -Lessons have been aligned to CCSS, are mapped and appropriately paced -The math priority math practice (perseverance) has been implemented building wide -Common assessments are established and aligned, with noted DOK levels -Students are making notable gains, specifically seen on end of module assessments showing the increase in instructional rigor. EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • Teachers meet and plan specific CCSS math lessons together using the Lesson Study protocol. Lesson plans specifically address standards, learning targets, formative assessments. Teachers make decisions that impact their next steps with students based on their reflections and lesson outcomes.

		• Grade levels meet to collaborate and reflect on lesson study observations, plan lessons, create and/or identify assessments, and analyze student work related to mathematics instruction. • We are now using a couple of specific interventions in the classroom for math, after the use of a math screener. Teachers are planning their small groups to target missing skills and/or extension activities. Teachers plans these small group lessons in advance with their grade level partner to identify the specific learning objectives for each group • As a result of this work, teachers have had embedded professional development for implementing the new CCSS curriculum (EngageNY). • While year 1 implementation has been challenging teachers are more aware of how structure time and organize future lessons, especially gaining insights into year 2 implementation. IMPACTS OF THE WORK: • Teachers are instructing based on their learning target(s) for the day. The most significant outcome for this is the use of a standard based assessment that directly assesses their acquisition of that standard(s) and reflects back to the student and teacher. Teachers in grades K-5 are each doing this, with no exception. • Teachers involve writing in each math lesson, to deepen thinking and conceptual understanding • Teachers have developed a reflective approach to implementing a new and rigorous curriculum. • They have developed the capacity to know how and when to make needed changes in the lesson. • Teachers have learned from each other's successes and challenges and apply what they learn in subsequent lessons. • Overall, 40% of students are reported at grade level in math compared to fall benchmarking showing 30% at grade level. • A risk analysis for fall to winter indicates sizeable gains at the 2nd and 5th grade levels. There was a 17 percentage point improvement in the low risk category and 9 percentage point reduction in the high risk category at 2nd grade. There was an 18 percentage point improvement in the low risk category and 22 percentage point reduction in the high risk category at 5th grade. A series of 10 lesson study model days will occur over the course of the school year.
	Task Completed:	05/29/2015
	14. Classroom math instruction will be explicit and differentiated providing more reinforcement for grade level CCSS strands.	
	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	06/10/2016
	Frequency:	daily
	Comments:	Updated evidence Spring 2016: MATH DATA 2015-16 Below is aggregated 1st-5th fall to spring Math Risk percentage data 2015-16 Sept June Benchmark 32 52 Strategic 29 28 Intensive 39 20

Math Risk Data, Fall to Spring Percentages by Grade

	B	S	I		B	S	I
(1st)	34	30	36		60	22	18
(2nd)	38	18	44		46	40	14
(3rd)	39	38	23		68	17	15
(4th)	30	23	47		47	20	33
(5th)	14	33	53		31	48	21

Grade Level Growth Comparison Math Risk Data Fall to Spring (2015-16)
1st Grade
57% moved one or two levels from fall to spring

2nd Grade:
40% moved one or two levels from fall to spring

3rd Grade:
64% moved one or two levels from fall to spring

4th Grade:
43% moved one or two levels from fall to spring

5th Grade:
53% moved one or two levels from fall to spring

The above data only compares those students who were present at both fall and winter benchmark periods.

Evidence of progress-June 2015
-Teachers use the core math program, Engage NY, and our school-wide intervention program, Dreambox, along with small group lesson plans driven by progress monitoring.
-Small group lesson plans are based on student target skill and monitored carefully with bi-weekly or weekly progress monitoring. Teachers use the school wide program Dreambox, along with skill specific practice.

EVIDENCE OF PROGRESS-FEBRUARY 2015:
OUTCOMES TO DATE:
• We are now using a couple of specific interventions in the classroom for math, after the use of a math screener. Teachers are planning their small groups to target missing skills and/or extension activities. Teachers plans these small group lessons in advance with their grade level partner to identify the specific learning objectives for each group Teachers have built in small group time into math block. This will serve to the ability to differentiate and provide more intensive instruction for students needing higher level of support.

IMPACTS OF THE WORK:
• Teachers are instructing based on their learning target(s) for the day. The most significant outcome for this is the use of a standard based assessment that directly assesses their acquisition of that standard(s)

and reflects back to the student and teacher. Teachers in grades K-5 are each doing this, with no exception.
• Teachers involve writing in each math lesson, to deepen thinking and conceptual understanding
• Teachers have learned from each other's successes and challenges and apply what they learn in subsequent lessons.
• Overall, 40% of students are reported at grade level in math compared to fall benchmarking showing 31% at grade level.
• A risk analysis for fall to winter indicates sizeable gains at the 2nd and 5th grade levels. There was a 17 percentage point improvement in the low risk category and 9 percentage point reduction in the high risk category at 2nd grade. There was an 18 percentage point improvement in the low risk category and 22 percentage point reduction in the high risk category at 5th grade.

Teachers have built in small group time into math block. This will serve to the ability to differentiate and provide more intensive instruction for students needing higher level of support.

	Task Completed:	05/29/2015

15. Teachers and instructional assistants will read and apply strategies from Teach Like a Champion. Strategies from TLC will be presented by staff leaders at staff meetings. Consensus will be reached on which strategies to implement with fidelity and teachers will receive observational feedback on levels of student engagement.

	Assigned to:	Boon Setser
	Added date:	04/12/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	I (the new administrator) was not here for this piece however what I gather is that teachers did do a book study with Teach Like A Champion but assistants did not. We will continue to focus on these instructional strategies into the next year, 2014-2015, while also adding a walk through element for teachers to check for these strategies in use. October 2014: This task is in place. The principal is conducting mini-observations, on a weekly basis, and providing feedback to teachers on specific strategies from TLC. The principal is providing coaching on how to implement them if the teacher needs additional support. There is a building emphasis on partner/group/whole group sharing and minimal to no calling on students individually. We know that this is best for all students and specifically the students in our school.
	Task Completed:	10/17/2014

16. A bilingual, part time reading interventionist will be hired to support our ELL subgroup. He/she will provide additional in class and small group support in reading and language acquisition. She/he will receive training in the ELA curriculum and building wide instructional strategies.

	Assigned to:	Sabrina Alexander
	Added date:	06/27/2014
	Target Completion Date:	09/30/2014
	Comments:	Updated Winter 2016: We currently have 3 full time bilingual instructional assistants working in our school.

| | | An assistant has been hired and will begin work on Sept. 16, 2014 in the kindergarten rooms to provide early intervention support to ELLs. |
| | Task Completed: | 04/07/2016 |

17. The writing process will be taught explicitly by teachers and broken into manageable chunks. Students will be taught selk-talk that good writers use to support writing growth. And, teachers will address student challenges with peer writing and peer collaboration efficiently and effectively during writing instruction. Writing will be taught through a multi-tiered, differentiated approach to address all skill levels.

	Assigned to:	Building Literacy Team
	Added date:	06/05/2015
	Target Completion Date:	06/03/2016
	Comments:	Updated evidence, Spring 2016: Teachers finished the year with a final PD with EdNW. All but 2 teachers, for next year, participated in a 2 day training in 6+1 writing trait development. The team met to plan forward this year and already have an action plan for the year ahead. It is too soon to know what impact this year's writing instruction had on SBAC, specifically the reading performance task, but over the summer there will be time to analyze student scores in comparison to last year and see what kind of growth was made. Updated Evidence, Winter 2016: Regularly scheduled writing PD and follow up time for team planning has led to the infusion of best practices being transferred to the classroom. Research-based materials have served as the foundation for the PD (i.e. Oregon K-12 Writing Framework, the Carnegie Report-Writing to Read, and other notable best practice articles on writing, such as Steve Graham's research) with the principal structuring and leading the PD. The principal has worked closely with the BLT members to vet the materials and activities however it was felt by all that the principal was the most knowledgeable and comfortable in organizing and leading the work. There is evidence that teachers are implementing newly learned and best practices of writing instruction as seen during principal observations and walkthroughs. The principal asks teachers to provide examples of how writing is being taught and provide documentation of how well students are learning and applying writing skills and standards when she meets with teachers during lesson planning and observation feedback sessions. Teachers are also expected to use a rubric to score student writing, administer performance tasks, and enter grades in their electronic standards-based grade books. The principal is reviewing the gradebooks and engaging teachers in conversations about expectations for what gets graded and how many assessments are used to lead to summative grades. This is also a conversation that is occurring within the BLT and should lead to more consistent application of assessments in term of quality and quantity. The SBAC test will be another indicator as to whether students' improved writing skills are able to be transferred to a more rigorous level.
	Task Completed:	06/10/2016

18. Additional part time IA's will be provided to support small group reading instruction. These assistants will be involved in all of the professional development opportunities for Instructional Assistants so as to provide the best instruction possible in their small groups. These IA's will be focused in the K-2 classrooms to support RTI time (a small group intervention focused 30 minutes block) and small group reading block (a 45 minute small group reading time).

Assigned to:

	Assigned to:	Sabrina Alexander
	Added date:	06/27/2014
	Target Completion Date:	09/30/2014
	Comments:	Our K-3 title program consists of a flood-in for small group model. We have two additional part time IA's that provide additional support during our small group time in each of our k-3 classrooms. They are using research based interventions and supporting small group lesson plans from the classroom teacher during this flood-in time. These IA's also support our RTI pull-out time and run groups of their own, using the Ashlock templates and other intervention materials with lesson plans written by the title I teacher.
	Task Completed:	10/10/2014

19. Implement across K-5 the newly adopted ELA core program to provide explicit reading and writing instruction and align ELA instruction within and across grade levels.

	Assigned to:	Building Literacy Team
	Added date:	11/09/2015
	Target Completion Date:	06/30/2016
	Comments:	Updated Evidence, Spring 2016

Teachers completed their year of core program PD. The most recent 2 day writing PD allowed for additional time to spend making alignments within the writing portion. Teachers will continue to participate in district wide PD next year for both reading and writing. Current building systems within our RTI process will also continue so that students will continue to receive the same level of support. We made more catch-up growth this year than last year although we are still struggling to break through on our reading data as much as we would like, based on the district-wide benchmark assessment. Classroom level assessments show a much stronger group at grade level.
READING DATA 2015-16

Aggregated 1st-5th, fall to spring Reading Risk percentage data:

Percentage at:	September	June
Benchmark	37	39
Strategic	33	38
Intensive	30	24

(Note: K did not assess in fall using easycbm. Teachers report no students were fluent in PSF. Students were assessed with easycbm in the spring.)

Reading Risk percentage data from fall to spring, by grade level:

	Fall			Spring		
	B	S	I	B	S	I
K	NA	NA	NA	42	53	5
(1st)	48	34	18	45	33	22
(2nd)	39	28	33	42	29	29
(3rd)	40	25	35	30	33	37
(4th)	32	48	20	40	44	16
(5th)	30	33	37	39	35	26

Below are June average fluency scores by grade, along with June expectations, and fluency growth September to June with expected

fluency growth for same time period.

Kindergarten Phonemic Segmentation
June Average Fluency Score (43)
June Expectation (43)
Average Fluency Growth Sept-June (43)
Expected Fall to Spring Growth (37)

1st Word Reading Fluency
June Average Fluency Score (46)
June Expectation (49)
Average Fluency Growth Sept-June (31)
Expected Fall to Spring Growth (34)

2nd Passage Reading Fluency
June Average Fluency Score (87)
June Expectation (102)
Average Fluency Growth Sept-June (28)
Expected Fall to Spring Growth (38)

3rd Passage Reading Fluency
June Average Fluency Score (105)
June Expectation (116)
Average Fluency Growth Sept-June (24)
Expected Fall to Spring Growth (29)

4th Passage Reading Fluency
June Average Fluency Score (139)
June Expectation (138)
Average Fluency Growth Sept-June (33)
Expected Fall to Spring Growth (31)

5th Passage Reading Fluency
June Average Fluency Score (155)
June Expectation (166)
Average Fluency Growth Sept-June (32)
Expected Fall to Spring Growth (21)

Below is data on Passage Reading Fluency (PS and WRF for K and 1st) for percentage of students meeting end of year benchmark and percentages who reached growth targets.

Kindergarten
50% Met Fluency Benchmark
23% Met/Exceeded Expected Word Growth Target (Percentage of students who acquired >36 PS, fall to spring, or are at the 75%ile in PS by spring)

1st Grade
51% Met Fluency Benchmark
47% Met/Exceeded Expected Word Growth Target

2nd Grade
43% Met Fluency Benchmark
30% Met/Exceeded Expected Word Growth Target

3rd Grade
30% Met Fluency Benchmark

39% Met/Exceeded Expected Word Growth Target

4th Grade
50% Met Fluency Benchmark
43% Met/Exceeded Expected Word Growth Target

5th Grade
38% Met Fluency Benchmark
66% Met/Exceeded Expected Word Growth Target

Updated Evidence, Winter 2016

Teachers have attended several trainings on the new ELA curriculum adoption (Journeys). Teachers collaborate during grade level meetings and informally, about things that are working well and to address implementation barriers.

The principal has scheduled time with the RtI consultant to provide support for new teachers on small group lesson planning and strategies for teaching the Big Five. The principal also is looking at lesson plans.

	Task Completed:	06/10/2016

20. The administrator will participate in a PLC led by the coach to review and create teaching schedules that maximize instructional time.

	Assigned to:	Boon Setser
	Added date:	04/12/2013
	Target Completion Date:	06/30/2014
	Frequency:	once a year
	Comments:	The previous administrator was able to participate in this PLC however the new administrator has not. The administrator that did found the meetings extremely helpful in planning for his own building.
	Task Completed:	01/21/2014

Implement	Percent Task Complete:	Tasks completed: 13 of 20 (65%)	
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)(SIG)**		
Status	Tasks completed: 6 of 7 (86%)		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	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:	Instructional assistants, teachers, and the administrator have recently started the book, "Teach Like A Champion" to ensure universal instructional delivery of lessons to students. We have done some work with CCSS in math and ELA but need to go deeper by engaging staff in PD that aligns and maps our curriculum, lesson plan models (i.e. Hunter), planning with teaching partners, and implementing effective	

			PLCs. As we change from departmentalized to teachers teaching all subjects we will need to focus on professional development activities that build on and extend existing content knowledge and application of instructional strategies.
Plan		Assigned to:	Amanda Plummer
		How it will look when fully met:	When fully implemented, professional development activities for staff will be aligned on a needs assessment basis for content knowledge and effective instructional delivery. Surveys, observational feedback, evaluation criteria, and work related to CCSS will help ensure growth in content knowledge and effective instructional delivery. This objective is not a priority because tasks for it have been written and occur in other objectives in this plan.
		Target Date:	06/30/2017
	Tasks:		
		1. Hire a math consultant/coach to build upon the grade level work that has occurred over past year in curriculum mapping, lesson design, and assessments aligned to Common Core Standards Mathematics.	
		Assigned to:	Sabrina Alexander
		Added date:	06/24/2014
		Target Completion Date:	08/29/2014
		Comments:	Laura Nelson with SMc has been contracted to work with teachers and the principal on a year-long lesson study model. The program is up and running.
		Task Completed:	09/05/2014
		2. Utilize the math consultant/coach to provide embedded professional development opportunities, through a lesson study model approach, to build mathematical content knowledge, instructional strategies, and the use of assessments, and mathematical practices.	
		Assigned to:	Sabrina Alexander
		Added date:	06/24/2014
		Target Completion Date:	06/12/2015
		Comments:	Evidence of completion June 2015: -Teachers participated in 3 rounds of lesson study opportunities this year. The first was taught by the hired consultant with the remaining two taught by the teachers. -Teachers participated in 2 pre-observation meetings: 1 with their teaching partner and 1 with the larger group of participants. They also participated in a more in-depth post-observation conversation. These conversations were led predominantly by the hired consultant and the building principal. -Teachers made specific plans for adjustments to lessons after each lesson study. -All grade level either made it through the curriculum or quite close to by the end of the year % at BM rdg (as det. by easyCBM risk score) 40% % at BM math (as det. by easyCBM raw score) 41% Average growth (per grade, per student) in fluency (easycbm) K-41 PS 1-34 words 2-35 words

3-25 words
4-28 words
5-33 words
Average growth (per grade level, per student) in math (easycbm)
1-12 points
2-10 points
3-9 points
4-9 points
5-12 points

The lesson study model has been launched. There was an orientation meeting with all staff of September 10, 2014. A theme was adopted, focusing on Math Practice #1-Perseverance and making sense of problems, grade level meeting dates established, and information was shared on the curriculum that would be used (EngageNY), protocols for prepping lesson, pre-lesson planning meeting structure and discussion guide, and post lesson debrief activities.

As of October 22, 2014 grades 2-5 have each had one observation round, completing the pre-planning meeting, lesson observation, post lesson debrief, and key "take aways" about instruction. K-1 will complete their first cycle in November.

	Task Completed:	05/29/2015

3. Utilize early release Wednesdays for embedded math work.
1. Teachers plan lesson together and arrange for one to teach the lesson. The team, along with the coach and principal, observes the lesson being taught.
2. A reflective protocol is used to debrief and plan the next steps following the lesson occurring on the same day that the lesson was delivered.
3. Two grade levels can engage in the lesson study format on a given day.
4. Teachers who were not observed will teach the lesson on a subsequent day utilizing key learnings from the collaborative and reflective process.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	06/12/2015
	Frequency:	monthly
	Comments:	This is now in place. See Task 2 for further explanation.
	Task Completed:	10/15/2014

4. All certified teachers and reading intervention Instructional assistants will be trained on how to implement the Ashlock templates and lesson maps with fidelity.

	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	09/30/2014
	Comments:	Meeting notes: Ashlock training is in place. Is there a need for feedback here at all? (9/24) The 3rd in the series of Ashlock training occurs in October 2014. Paraprofessionals are scheduled for 3 additional trainings on templates and instructional strategies over the 2014-15 school year.

			See DSC1.6 task 4 for complete RtI and PD for reading that utilizes the consultant and coach support.
	Task Completed:	10/22/2014	

5. Create a year long calendar that identifies PD activities, leadership team meetings, grade level meetings

Assigned to:	Sabrina Alexander
Added date:	06/24/2014
Target Completion Date:	06/30/2014
Comments:	A professional development/meeting calendar has been created for the 2014-2015 school year. Teachers have access to this calendar on google calendar and can already see what we will be working on and when. This includes district level PD, work with our RTI consultant and work with our Math consultant.
Task Completed:	06/27/2014	

6. Teachers will participate in on-going professional development to align our writing instruction to ensure a systematic approach to writing instruction. The building literacy team will meet monthly, after meeting in the summer, to carry forward the professional development. The team will draw from the K-12 Writing framework for these professional developments.

Assigned to:	Building Literacy Team
Added date:	06/05/2015
Target Completion Date:	06/03/2016
Comments:	Updated evidence spring 2016: Teachers finalized their year of writing PD by participating in the EdNW 6+1 Writing Traits 2 day conference. All but two of next year's teachers participated. The team found the PD to be excellent and was able to spend time planning forward. A great finish to our goal of a year of writing PD. Updated evidence, Winter 2016: Regularly scheduled writing PD and follow up time for team planning has led to the infusion of best practices being transferred to the classroom. Research-based materials have served as the foundation for the PD (i.e. Oregon K-12 Writing Framework, the Carnegie Report-Writing to Read, and other notable best practice articles on writing, such as Steve Graham's research) with the principal structuring and leading the PD. The principal has worked closely with the BLT members to vet the materials and activities however it was felt by all that the principal was the most knowledgeable and comfortable in organizing and leading the work. There is evidence that teachers are implementing newly learned and best practices of writing instruction as seen during principal observations and walkthroughs. The principal asks teachers to provide examples of how writing is being taught and provide documentation of how well students are learning and applying writing skills and standards when she meets with teachers during lesson planning and observation feedback sessions. Teachers are also expected to use a rubric to score student writing, administer performance tasks, and enter grades in their electronic standards-based grade books. The principal is reviewing the gradebooks and engaging teachers in conversations about expectations for what gets graded and how many assessments are used to lead to summative

		grades. This is also a conversation that is occurring within the BLT and should lead to more consistent application of assessments in term of quality and quantity. The SBAC test will be another indicator as to whether students' improved writing skills are able to be transferred to a more rigorous level.
	Task Completed:	06/10/2016
	7. Teachers will receive professional development for district initiatives including AVID summer institute and Pathways AVID training. The AVID/Leadership and Culture/PBiS team will plan and facilitate professional development at the school level.	
	Assigned to:	Amanda Plummer
	Added date:	06/20/2016
	Target Completion Date:	06/16/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 6 of 7 (86%)
Indicator	**EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)**	
Status	**Objective Met** 6/15/2016	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 06/15/2016
	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:	RtI implementation has started at the most basic level in our District. While we use a great deal of data it has not, historically, been used to make deep adjustments to curriculum or strategies.We have created math and reading leadership teams who are responsible for guiding school improvement efforts. Our literacy team has met several times and has analyzed easyCBM data, set grade level goals in conjunction with the grade level teachers, and helped guide curriculum and instruction decisions. Grade level teams and Title I and Sped have begun meeting to review group intervention data and discuss student needs. The process and outcomes are not clearly articulated yet but we anticipate that as we get more support from the District around RtI and with our own school's focus work we will strengthen our RtI model.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	By June 2016, our school will have in place a fully implemented plan that uses variety of data sources to assess strengths and weaknesses of the curriculum and instructional strategies. Common assessments, based on the Common Core State Standards, summative data, both aggregated and disaggregated, interim assessments and observation data will be used to help identify areas of strengths and weaknesses. Ongoing training will be provided to assist teams with the data teaming process, tasks, and outcomes, how to interpret the data and set grade level and school goals, and how to make instructional decisions based on assessment results.
	Target Date:	06/30/2016
	Tasks:	

1. With the support of our RTI consultant and Special Education expert and using benchmark data, phonics screeners, and diagnostic data, teachers will place students into instructional profiles, 1-6. Each profile spells out how much time students shall receive for whole group, small group, and additional minutes for RtI intervention. Also identified are the group sizes, materials used, staff responsible for the instruction, and the schedule for on-going assessments and progress monitoring. These practices directly address the performance needs of our various subgroups.		
	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	10/31/2014
	Comments:	BLT Meeting Notes - September 9, 2014 - Process mostly in place, however, we are still learning in the student profiling system for small group instruction and after this fall experience the staff will be more independent in sorting and profiling students for intervention services. October 2014 - Went through profiling work session on September 15. Used easyCBM reading measures to place all students into an instructional profile. A profile of "1" indicates the student is at benchmark level. A profile of "6" indicates a student at high risk of reading failure. To determine which students will receive intervention the lowest 20% of students were identified and placed into an instructional profile that listed how much additional intervention time is needed beyond the 90 minutes of core instruction, how much intervention time is needed per day, reading materials to use with the group, the recommended group size, and how often student progress should be monitored. Phonics screeners and other diagnostic measures were administered to the lowest 20% to determine the target skill for small group / intervention group and the appropriate progress monitoring probe, at the student's instructional level, was selected and will be used to gauge student progress at the group and individual level. Intervention groups are in place and grade level RtI data teams meet every 6 weeks to review group and individual student progress and make instructional adjustments. While the staff will continue to refine their understanding of this somewhat complex RtI process, all the systems and support is in place to sustain the practice, and therefore this task is considered "complete."
	Task Completed:	10/22/2014
2. Data teams will convene monthly to look at student reading data (progress monitoring data, in-program assessment results, and common assessments) to make adjustments at the group and student level. Instructional and system component changes will be discussed and implemented routinely, as needed. Any changes that are made will be documented and reported on at subsequent meetings to assure continuous progress is being made at the student and group level. The reading needs of our subgroups (primarily sped, Title and ELL) are continuously addressed through this process.		
	Assigned to:	Building Literacy Team and RtI Teams
	Added date:	04/12/2013
	Target Completion Date:	06/13/2014
	Frequency:	monthly
	Comments:	Staff attended a series of trainings on how to conduct and participate in data teams to progress monitor all students in the bottom 20%. They also learned how to use diagnostic data and screeners to determine which students needed more intensive intervention and how to match programs to students' deficit skill areas. Title I staff, along with the principal, take the lead at the RtI data team meetings and teachers are full participants in making decisions around instructional changes.

		These teams have become more and more self-sufficient and focused.
	Task Completed:	06/25/2014

3. All certified staff will receive training on deep data analysis using easyCBM benchmarking, progress monitoring, screeners and diagnostic data to determine appropriate placement of students into intervention groups for reading instruction. Designated Title I, special education, and regular education staff will be provided additional staff development support to lead and facilitate literacy efforts in the future.

	Assigned to:	Suzanne Wallace
	Added date:	04/12/2013
	Target Completion Date:	06/13/2014
	Frequency:	four times a year
	Comments:	This training occurred as described in the comments in tasks 1-2.
	Task Completed:	06/25/2014

4. In order to deepen staff's (specifically Instructional Assistants) understanding and instructional effectiveness in reading, staff will participate in trainings on data teaming practices and effective multi-tiered reading instruction. The staff development will be led by the RtI literacy coach and will include Special education, Title I, the principal, general education teachers and assistants. The building literacy team will begin to assume a more active leadership role and facilitate data team activities throughout the year. Training and collaboration will occur on a regularly scheduled basis and will occur during in-service and early release Wednesdays.

	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	06/30/2015
	Frequency:	three times a year
	Comments:	See DSC1.6 task #4
	Task Completed:	10/22/2014

5. With the support of an RtI literacy consultant/coach we will engage in staff development work around data teaming practices through the OR RtI lens. Special education, Title I and ELL, the principal, and general education teachers and assistants will be part of on-going training.

	Assigned to:	Building Literacy Team
	Added date:	04/12/2013
	Target Completion Date:	06/13/2014
	Frequency:	monthly
	Comments:	Staff attended a series of trainings on how to conduct and participate in data teams to progress monitor all students in the bottom 20%.They also learned how to use diagnostic data and screeners to determine which students needed more intensive intervention and how to match programs to students' deficit skill areas. Title I staff, along with the principal, take the lead at the RtI data team meetings and teachers are full participants in making decisions around instructional changes. These teams have become more and more self-sufficient and focused.
	Task Completed:	06/25/2014

6. Work in grade level teams to create and/or identify common assessments and performance tasks based on CCSS. Teachers will participate in district and building initiated training to learn how to design and select items. They will use a PLC format in their grade level teams, that occur on a monthly basis, to agree on which assessments to use with students, become knowledgeable about the DOK task level (high, medium, low) analyze results, and make instructional shifts to address student learning needs. This will enable teachers to not only know more about their students reading and math needs but will deepen teachers' understanding of reading and math instruction and address rigor.

	Assigned to:	Sabrina Alexander
	Added date:	04/12/2013
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	Evidence of progress June 2015: In addition to the work noted in February; -Teachers met on a bi-weekly schedule to progress monitor and plan small group lessons. These lesson plans identified specific target skills to address and monitored each participating student carefully, targeting the Big 5. % at BM rdg (as det. by easyCBM risk score) 40% % at BM math (as det. by easyCBM raw score) 41% Average growth (per grade, per student) in fluency (easycbm) K-41 PS 1-34 words 2-35 words 3-25 words 4-28 words 5-33 words Average growth (per grade level, per student) in math (easycbm) 1-12 points 2-10 points 3-9 points 4-9 points 5-12 points EVIDENCE OF PROGRESS-FEBRUARY 2015: Outcomes to date: • Teachers meet with district teachers at their grade level once a month to analyze and agree on common assessments • Teachers meet and plan specific CCSS math lessons together using the Lesson Study protocol. Lesson plans specifically address standards, learning targets, formative assessments. Teachers make decisions that impact their next steps with students based on their reflections and lesson outcomes. • Teachers plan each week with their grade level partner. While they are welcome to plan the intricacies on their own, grade levels are expected to have the same student learning objectives and common assessments each week. • For reading specifically, teachers use a whole group/small group lesson planning format. It specifically looks for the learning objectives

for each of the big 5 and what assessments are used. Those learning objectives must align with the CCSS. The biggest impact I have seen from this format and process is the shift to having assessments that directly assess a standard taught and practiced.

Impacts of the work:
• 74% of all kindergarten met or exceeded expected PS growth
• 54% of all 1st graders met or exceeded expected average weekly word growth
• 61% of all 2nd graders met or exceeded expected average weekly word growth
• 86% of all 3rd graders met or exceeded expected average weekly word growth
• 70% of all 4th graders met or exceeded expected average weekly word growth
• 51% of all 5th graders met or exceeded expected average weekly word growth
• Teachers are addressing the Big 5 specifically 65% of 3rd graders are at low risk or within 1 word of low risk for vocabulary in Winter benchmark testing versus 27% at low risk or within 1 word in the fall. For 4th grade it is 44% in winter/22% fall and for 5th 62% winter/40% fall. Teachers use standards based lesson plans for small group instruction to target needed skills, then assess them accordingly, attributing to a dramatic growth in vocabulary.
• Teachers have changed their assessments to match their specific learning targets and then to plan further interventions or next year's instructions.
• Teachers carefully analyze the results of the assessment and make specific action plans to be taken with the next 2-3 days.
• Practice using the assessment cycle has changed how they see assessments, evident predominantly in the types of assessments given. They focus specifically now on standard alignment and DOK level for the structure of the assessment.

BLT Meeting notes:
There is a need for common assessments that also address DOK, alignment of assessments to standards, higher rigor (9/24)
Time will be made available during PLC / early release to do this work. Staff will learn more how to incorporate CCSS practices around close reads and text dependent questions. Addresses student engagement, as well.
BMT Meeting notes:
BMT feel we have the common assessments with the curriculum but a lack of analyzing, making Instruction shifts, and working in vertical groups (9/24)
(PLC teams met on 10/14/14 and reviewed assessments, DOK levels, and adopted an assessment cycle to follow targeting individual students at the classroom level. Teachers are using a standardized protocol across all levels.)

Assessment Cycle Update/PLC Progress -11-13-14
We have now completed one math assessment cycle and one ELA assessment cycle. The outcome of that cycle was:
1. Each grade level team selected a common assessment to administer.

2. They broke apart the assessment to identify: the standards addressed, learning targets for the lessons correlated to the assessment, the content vocabulary to be used, any reviews or warm ups given, and the agreed scoring rubric/decisions.
3. The team then taught and administered the assessment.

		4. The team met and looked at the completed assessments. 5. They sorted the results into four piles: below the standard, nearly meeting standard, meets standard, and exceeds standard. 6. They listed each student from each pile, and then discussed one assessment from each of the four piles. From there they identified the themes of that particular pile and what next steps in instruction are necessary for that student to move up in proficiency. There was also discussion about whether the assessment itself met the intended purpose when the team originally met. Evidence of progress: The principal has seen significant changes due to these conversations. Fourth grade has shifted their weekly assessments to a standard-based assessment with specific scoring criteria. Teachers in each of the 1st-5th grade are using standard specific data now to plan for the next weeks lessons.
	Task Completed:	05/15/2015
Implement	Percent Task Complete:	
	Objective Met:	6/15/2016
	Experience:	6/15/2016 Our team of teachers are enthusiastic about data. They have been committed to growing in our data collection and analysis. The team is quite supportive on this front and are eager to learn more and more.
	Sustain:	6/15/2016 As a district there is a need to engage fully in the process of selecting priority standards and more CFA's. This work with help to streamline the use of student data and help us to more effectively assess student growth and address needed holes. In the meantime, we will continue to work towards this at a building level. We are continuing to struggle with having quality data but not enough time within the curriculum to address the changes needed for more student mastery
	Evidence:	6/15/2016 The school works on a PLC cycle that has been effective. Teams select CFA's in a chosed focus area and work twice a month to develop and then assess student achievement. Grade levels also participate in grade level RTI meetings to analyze weekly progress monitoring data. Additionally, teachers progress monitor in reading and math weekly, within their classrooms, to prepare for the next week's small group instruction.
Indicator	**EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)**	
Status	**Objective Met** 6/20/2016	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 06/20/2016
	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:	We have standardized and implemented school-wide PBIS. Our PBIS team

	Describe current level of development:	created rules, expectations and procedures that are carried out in instructional settings. Staff implement consistent expectations, utilize positive reinforcement, and follow through with consequences. We meet
		each week to review our data and discuss tier 2 and 3 students who need
		more support. As a result of these efforts we have seen about a 50% reduction in overall behavior at GNA over the past 1.5 years. We need to
		continue to work on strengthening individual PBIS systems, focus on increased student engagement, and convey high expectations for student
		achievement and behavior.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	By June 2016, all instructional staff will use sound classroom management that encourages student engagement and that will affect student learning. All staff will consistently implement our school wide PBIS system with the goal improving, and increasing, high levels of student engagement and academic achievement.
	Target Date:	06/30/2016
	Tasks:	
	1. PBIS team will design a handbook for students and parents. The student/parent handbook will be an abbreviated version of the staff handbook and will describe our expectations, positive reinforcement system, discipline referral system, and ways parents can support their students to demonstrate positive behavior. We will provide the handbook during the registration period and to all new families as well as post it on the school's website.	
	Assigned to:	PBIS Team
	Added date:	04/29/2013
	Target Completion Date:	08/29/2014
	Frequency:	once a year
	Comments:	Evidence of progress June 2015: -The PBIS team worked to create a staff handbook. It will be ready for use in August 2015 when staff come back. -The team will educate the staff on the handbook and it will be used from then forth EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • In August, when our PBIS team met they finished a new student/parent handbook . • Every student received a hard copy of the handbook at registration. Parents sent back a signed form showing it had been received and read. Families that did not return a form were contacted by phone. • The handbook includes, amongst other school policies, our behavior expectations, our positive reinforcement system, our discipline referral system, and parent supports and expectations. IMPACTS OF THE WORK: • Significantly fewer questions from parents regarding our discipline expectations and procedures. • Students have a clear picture of procedure and expectations as well. • Assurance that every family has obtained a student/parent handbook PBIS Mtg Notes: 10/9/14 Mtg Notes:

		Handbook has gone out to parents. PBIS team working on handbook for staff for November PBIS meeting (Elenor and Sabrina) Update for pick up and drop off (Sabrina and Brenda)
	Task Completed:	05/29/2015

2. Each August, the PBIS team will meet before the year to engage staff in a process to calibrate behavioral expectations for students as well as expectations for what the adults will do to create a positive and proactive school climate. These meetings in August will ensure that all staff commit to teaching, reviewing and reinforcing the student expectations and the procedures and routines that promote student success.

	Assigned to:	PBIS Team
	Added date:	04/29/2013
	Target Completion Date:	08/29/2014
	Frequency:	once a year
	Comments:	The PBIS team met on August 14, 2014 completed the student/parent handbook, worked on the discipline flow chart, referral system, planned staff development for the year, and boosted the incentive reward system.
	Task Completed:	09/01/2014

3. The PBIS team will meet monthly, using release time, to review SWIS data, and identify areas (by location, time, number and type of minor and major referrals, etc) that need to be addressed. Emphasis will be on teaching, reinforcing and re-teaching expected behaviors. This will be implemented consistently by all staff and across all settings.

	Assigned to:	PBIS Team
	Added date:	04/29/2013
	Target Completion Date:	06/19/2015
	Frequency:	monthly
	Comments:	Evidence of progress-June 2015: -We ended the year with fidelity to our agreed upon process and will continue staff development and support next year. -Our data is consistent and lower than years past Average referrals by month-multi-year 2013/2014 2014/2015 Sep 40 65 Oct 62 50 Nov 63 49 Dec. 41 71 Jan 81 49 Feb. 99 57 Mar 114 95 Apr 200 109 May 201 78 Jun 96 9 EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • Each month at our PBIS meeting we review data and discuss appropriate next steps. • So far, we have focused heavily on interventions that address task avoidance in the classroom. • This data also influences which professional development will be next in our series for the year.

• We use the data to determine what important staff reminders are necessary around. specific areas of concern. Those are then included in the weekly notes of the week.
IMPACTS OF THE WORK:
• Our current monthly average for minor/major is 48 versus last years average at this time of 64
• Last year there was 475 playground referrals, to date, this year, we have 76 playground referrals
• Though we are over halfway through the year, our referrals by location do not come close to half of last year's count.
• Staff participation and buy-in is significantly higher than in the past regarding procedures of reporting as well understanding functions of behavior.
• Staff are regularly using problem solving and interventions instead of punitive measures.

Minutes/Topics covered on 9/11/14
The PBIS team is meeting regularly and is starting to review data during these meeting times. For the upcoming year there will be much higher focus on reviewing student data and a focus of teaching and reteaching. The PBIS team will be planning for PD for August, staff wide, and monthly mini lessons through out the year. This year's focus seems to have been mostly around the forming of a team and participating in regular meetings.
1) Norms established
2) Check in and follow up on August staff meetings around PBIS topics (new referral system, discipline flow chart, incentives)
3) New incentives and awards established
4) Barometer check on implementation of new structures/systems. Problem-solving protocols. Team will check in with partners. Sarah will work up a check in sheet. Principal will meet with SAs week of Sept. 15 to calibrate and problem solve.
5) Did data check in
6) Mini-lessons topics determined – Sabrina and Natalia will design it for October and focus on Hope and Growth Mindset.
7) Review of all PBIS related CAP tasks. Generated questions.

10/9/14 Mtg –
1. Team reviewed SWIS referral data. September playground data better than past years. Why? More teaching, strong team, processes identified and put in place. Looked at location breakdown and predicted why playground referrals are down. More supervised, structured play, more pre-teaching, pre-corrections, grades are split more, and redirection could be factors. How do we continue and build what is working? Continue teaching expectations, routines everyday. Suggestions: add expectations/procedures reminder to lesson plan, email reminders (Sabrina), provide monthly data report w/ suggestions and positives (Natalia, Brenda), have a weekly focus. Classroom referrals are up.
2. Sarah reported on her task to check in with teachers on implementation of structures/systems: Teachers report starting to work on them.
3. Discussion on staff implementing interventions prior to writing minors or majors. Intervention list handed out this week. Staff are have good conversations and making great efforts to follow process. Seems to be making a difference. Challenge surfaced for how to positively intervene with students presenting behavior in special spaces, like

cafeteria, with staff who don't have same relationship level with the student as does the teacher.

11-13-14 PBIS Meeting Outcome:
The PBIS team met on November 13, 2014 and broke into teams of two. Each team was assigned a particular SWIS report to analyze. The team spent time looking over the report and then synthesizing information to report back to the group on: 1) what is working, 2) what needs improvement, and 3) next steps. The teams each looked at one of the following: behavior and time of day, behavior and location, behavior and offense type.

Evidence of progress: The data for this year so far showed a huge improvement from years past on playground behavior. Behaviors are much more concentrated in the classroom. However, significant trends showed highest behavior around times when students are ready to eat and/or take a break. The inverse also being true. The lowest behavior were times just following food and/or a break. There was also clear data showing behaviors being directly correlated to task avoidance.

Next steps:
1. Begin Ivy League for the year
2. Create a specific resource of task avoidant interventions for teachers to refer to.
3. Plan the next PD, which will focus on the topic of distress. This topic is from the Jensen article the staff is working through and is the second of a series of PD topics related to Jensen's work on poverty. The staff development activity will be done on December 3.

1/15/15 - PBIS Team Meeting. Evidence of Progress: PBIS team reviewed current SWIS data and found referral improvements in specific settings and concerns in others. The team identified 3-4 strategies to implement in classroom, cafeteria and on the playground to reduce referral rates. The team reviewed the SET data and made a plan to address low scores, specifically to post rules throughout the school. The majority of the SET scores were in the "in place" range.

The team discussed next steps for adding to the PBIS staff handbook with procedures, tools, etc. Two members will collect sample handbook procedures and tools from other schools and will have at the next meeting. Two members will collect staff input on what they want in a handbook and bring data back to the next meeting.

Team members reviewed the next section in the Engaging Students in Poverty guidance booklet that they are using to roll out staff PD. The section is on "effort." A small team will develop an agenda for the next staff meeting.

	Task Completed:	05/29/2015
	4. Each staff member will agree upon the behavior expectations that will be consistently reinforced in all settings of the school. In order to ensure we are being consistent throughout the building the PBIS leadership team will lead the staff through professional development and calibration activities. The staff will meet as one group in August to calibrate overall and teachers will continue to meet monthly to participate in a mini-lesson addressing PBIS specific issues.	
	Assigned to:	Sabrina Alexander
	Added date:	06/24/2014
	Target Completion Date:	06/12/2015

	Frequency:	monthly
	Comments:	Evidence of progress-June 2015: -Consistent and lower referral data Average referrals by month-multi-year 2013/2014 2014/2015 Sep 40 65 Oct 62 50 Nov 63 49 Dec. 41 71 Jan 81 49 Feb. 99 57 Mar 114 95 Apr 200 109 May 201 78 Jun 96 9 EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • We have an agreed upon and trained behavior system that addresses both minor and major behaviors. • There has been ongoing professional development and support for use of the flowchart and necessary supports. • We have a student/parent handbook that explains the behavior system, leveling of behaviors, and student consequences, among other things. • The PBIS team met in August to settle on the process, create the student/parent handbook, study Jensen's work, and plan out the years' professional development. • The use of a procedure that focuses heavily on student interventions has dramatically effected our referral count. IMPACTS OF THE WORK: • Our current monthly average for minor/major is 48 versus last years average at this time of 64. • Last year there was 475 playground referrals, to date, this year, we have 76 playground referrals. • Though we are over halfway through the year, our referrals by location do not come close to half of last year's count. PBIS Mtg Notes: 10/9/14 Mtg – Continue to reinforce behavior expectations
	Task Completed:	05/29/2015
	5. PBIS Team will 1.) Engage in a self-assessment process to identify PBIS systems that are, or are not, in place using survey data and SWIS, and observation. 2.) Action plans will be created to address areas that need further development, such as Tier II/Tier III, or revision/maintenance, Tier I, for the school year.	
	Assigned to:	PBIS Team
	Added date:	04/29/2013
	Target Completion Date:	06/10/2016
	Frequency:	monthly
	Comments:	Updated evidence, Spring 2016

The PBIS team met throughout the year, monthly, to review data and improve on the work done to support all students, particularly those showing behaviors in the yellow and/or red zones. The team worked closely with the district team to follow the process being established at the district level and align supports and data collection. The team was supported by the school SST (student support team) which met weekly to review identified students and discuss support and student progress. These more consistent, better articulated programs have had a positive impact on the school overall, particularly in supporting our more challenging behaviors.

Major referrals
2013-2014
91%-green
7%-yellow
2%-red

2014-2015
89%-green
8.5%-yellow
3%-red

2015-2016
92%-green
5%-yellow
3%-red

All referrals
2013-2014
63%-green
19%-yellow
18%-red

2014-2015
70%-green
18%-yellow
12%-red

2015-2016
74%-green
15%-yellow
10%-red

Updated Evidence, Winter 2016:
The PBIS team continues to meet regularly, meeting once a month, to evaluate the effectiveness of our current work and plan future steps. The PBIS team plans primarily for tier I-II and is now starting to plan yellow-zone supports, such as CICO, by developing protocols and school-wide professional development to scale up practices from select people to the building at large

The behavior team (student support team) is creating a plan for processes and procedures for scheduling and discussing students, the

| | | development of Level I/II forms and teacher request forms, meeting protocols, strategies for addressing high behavior needs, and ways to document plans and modifications of any plan. The team needs to know what to look for and have clear indicators at both the system and individual student level to gauge progress and determine success. The team is also working out specific roles and responsibilities for team members, determining how and when services are provided for students, and building an effective system for supporting red zone students that include regular check-ins by the support team. Planning the "system" is the focus of the work as opposed to planning student by student

The PBIS Leadership Team is functioning at a high level as evidenced by the quality of their participation, follow through to communicate back with their peers on actions that need addressed, and the shared leadership that occurs with certified and classified members during and outside of the meetings. The Leadership Team's work, along with the behavior and attendance team, has led to significant improvement in systems and outcomes.

Some type of survey will need to be administered to students and staff (i.e. SET or BOQ). The PBIS team will need time to review the information and design any necessary interventions that need to occur to address weak areas within the various PBIS systems (school-wide, classroom, individual). Consider release time for PBIS team to consolidate the data and make needed adjustments.
PBIS Mtg Notes:
Decision 9/11/14 - In January the team will conduct a survey.
10/9/14 Mtg Notes:
RtI process for behavior is being implemented. A document has been developed to track behaviors and provide documentation for interventions over time.
Our first Level II meeting was Friday October 24th. These will occur on Friday mornings and staff will be invited to come with their Tier I intervention forms complete. |
|---|---|---|
| | Task Completed: | 06/10/2016 |
| **Implement** | Percent Task Complete: | |
| | Objective Met: | 6/20/2016 |
| | Experience: | 6/20/2016
The process for creating an articulated, succinct, consistent, and well thought through PBIS system has been exciting. The PBIS team has changed in make-up over the past four years but the work has stayed strong and consistent. The product is a strong system that will only need the normal on-going maintenance and PD. |
| | Sustain: | 6/20/2016
Continuing to support staff on both the expected process and the skills to implement the process, such as reliable interventions when dealing with student behavior. We have worked to keep the handbook up to date but it is a living document and should be continually looked at to ensure families and staff are reading current, reliable information.
The PBIS team ought to participate in on-going assessment of the school programs to continually evaluate their effectiveness and consistency. |

	Evidence:	6/20/2016 1.) There is an up to date staff and student/family handbook that adequately articulates the PBIS systems, expected behaviors, and behavior protocols within the building. 2.) There is a clear, articulated tiered system of support for all students, supported by interventions, programs, incentives, supports, and documentation 3.) There is an established PBIS team, led by the administrator and teacher leader 4.) A system for assessment for the team, to evaluate their on-going effectiveness	
Indicator	**EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)(SIG)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/27/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	This supported by a district system and timeline. We follow this timeline and policy, from the district level.	
Plan	Assigned to:	Not yet assigned	

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 04/27/2016
	Evidence:	The school has worked to provide opportunities for families to be in a safe space outside of teacher-parent conference contact. We currently run a food pantry, clothes closet, and full volunteer program that invites families into the building. We have worked to build stronger relationships with our Spanish speaking families through ensuring translated materials and personal contact. The school houses both a counselor and family support liaison who are both bilingual. Evidence of this progress is a substantial increase in school attendance as well as family even participation. Our current ADA is the highest in the district, after having traditionally been the lowest.
Indicator	**FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 04/27/2016
	Evidence:	We currently have strong relationships outside of our building on a daily basis: -High School volunteers run our after school program -The local fire department comes every Monday to have lunch with our students -The Family Tree Relief Nursery is housed in our building (a non-profit organization that runs therapeutic classes for preschoolers and toddlers in addition to family support)

		-Our building also houses Early Intervention Speech services for Lebanon Community Schools -We also work with the High School Alt. Ed department, providing practicum hours for GED students -We work with the Medical School in town for both tutors and programs for students, such as Mini-Medical school for Kinders -We work with a number of organizations for family needs (homeless support, mental health, ABC house, etc)
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 04/03/2013
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school's Compact is distributed to teachers, school personnel, parents and students at fall conferences. Prior to distribution it is reviewed by staff and a team of parents to solicit feedback for needed changes. Teachers go over the student compact with students and students sign. The parent reviews the Compact during parent teacher conferences and signs it. Parents take home the Compact to keep at home. We need to more fully develop our parent involvement plan and parent/student handbook , make our school improvement plan available, and assure that all documents are translated and disseminated. Most of the documents are available for review in the office but are not sent out.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented school's key documents will be annually reviewed for revision and disseminated to all families in the school and translated as needed. Staff, with guidance from PTC and strategic involvement of the site council will create key documents and provide them to all parents. A process will be developed for reviewing, revising and communicating the school improvement plan, the parent involvement plan, Title I Compact, and student handbook. These documents will be available in the office, posted on the website, and disseminated at spring registration. All documents will be translated. This objective is not a current priority.
	Target Date:	06/30/2017
Indicator	**FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)**	
Status	**Objective Met** 6/21/2016	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 06/21/2016
	Index:	4	(Priority Score x Opportunity Score)

	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		This year we started our "Parent University". During the class, we teach our parents how to communicate with teachers (email, phone, etc). We also show them how the classes run and what the expectations is for each class. The principal has also sent out newsletters on how to assist students to prepare for OAKS testing and some teachers send home folders with students that have daily/weekly homework so that parents are aware of what students are doing in class and the follow up that is needed at home.
Plan	Assigned to:		Amanda Plummer
	How it will look when fully met:		When fully implemented, families will be educated and have the needed resources for supporting their children's learning. A standardized approach will be developed to ensure understanding for parents who have students at different levels. Expectations and resources will be shared during the presentations and during family involvement and engagement activities. Each classroom teacher will present using a standardized approach, sharing resources with parents that will support their child during the school year. The objective is not a current priority.
	Target Date:		06/30/2016
	Tasks:		
		1. The PBIS team and site council will work with families to promote strong school attendance. Families will be educated through weekly updates on attendance in the school newsletter, information documents (such as school policy and health policy), and educational classes taught in lieu of a sitation. This work will be done in partnership with our local ESD.	
		Assigned to:	PBIS team
		Added date:	06/05/2015
		Target Completion Date:	06/03/2016
		Comments:	Updated evidence Spring 2016: Families fully engaged in our work of "Strong Attendance". We ended with tremendous attendance numbers and outstanding family support. ADA: 94.2% Chronic rate: 14% Updated winter evidence 2016: Current ADA: 95%, last year's ADA was 91% Current Chronic rate: 17%, last year's chronic rate was 44% Attendance information is reported home in a weekly newsletter including both statistics and graphs. Families are called each morning by both an automated message and our office staff, if a student is absent. We are meeting with families regarding attendance regularly, including a focused effort at parent/teacher conferences. We have seen a significant impact on our school attendance.
		Task Completed:	06/10/2016
Implement	Percent Task Complete:		
	Objective Met:		6/21/2016

	Experience:	6/21/2016 It was a significant shift in the school culture to really own our work in attendance. Because school attendance is so closely connected to a family's culture and philosophies, schools can struggle to really own their role in shifting school attendance. However, this school really owned the work. All staff took on that key role of making it their' to impact and that was significant.
	Sustain:	6/21/2016 The practice of sustainability and on-going PD with the staff. As new staff come there will need to be work done to continue the work we have done and what the energy behind it is. This in addition to on going maintenance will be important.
	Evidence:	6/21/2016 On going through the year: communication at: o parent conferences o open house o monthly newsletters o teacher newsletters o school-wide graphs and charts o postcards home o reader board o school board meetings o white boards at the end of the day o assemblies-where parents are present o home visits with ESD rep. o daily phone calls from office staff, in addition to auto-dialer

Indicator	**FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There are ample opportunities, during the year, where parents can be involved. At the start of each year we meet with parents willing to volunteer and explain the process. We typically send out Tuesday folders inviting parents to work in the class, attend field trips and celebrations as well as functions put on by the PTC. We have a variety of evening events that involve families and the community and have very good attendance. We have had limited success with attracting parents to stay involved in PTC and we also need to establish a site council.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	By June, 2016, Green Acres will have a structure in place that will ensure that families have the opportunity for meaningful involvement in the school. Site Council and other parent advisory teams, such as PTC and Family Involvement Team, will be established and involved in opportunities that allow them to actively be part of carrying out the school's mission. This objective is not a current priority rather it will be fully developed in the spring CAP revision of 2015 and will be implemented during the 2015-16 school year. Tasks will be written for this objective by May 1, 2015.	

	Target Date:	06/30/2017	
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	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	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:	PTC is very involved in school reform initiatives (as strange as that may sound). There is a core group of parents that tend to be involved in may of the decisions made at Green Acres. They happen to be the same parents that are involved with many of the other opportunities at the school. They are not, however, typically involved in policy and curriculum. We are in the process of establishing a site council which will assist with decision-making at the policy level.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	By 2016, families will be actively involved in all decision-making and advisory committees and will be sufficiently prepared to enter into conversations and provide guidance with regards to policy, budget, school reform initiatives and safety. Efforts will be made to recruit and retain a cross representative of Green Acre's demographics to serve as members on the Parent Teacher Club, site council, and family involvement team.	
	Target Date:	06/30/2017	
	Tasks:		
	1. 1. Will develop a site council team to review school priorities and initiatives and meet quarterly.		
	Assigned to:	Amanda Plummer	
	Added date:	07/15/2016	
	Target Completion Date:	06/16/2017	
	Frequency:	four times a year	
	Comments:		
	2. 2. The Culture/PBIS team, attendance team, and site council will work with families to promote positive climate and strong attendance. A plan will be developed, implemented, and evaluated on a monthly basis.		
	Assigned to:	Attendance and Culture/PBiS Teams	
	Added date:	06/20/2016	
	Target Completion Date:	06/16/2017	
	Frequency:	monthly	
	Comments:		
	3. The Leadership Team will develop the process and timeline for establishing a site council.		
	Assigned to:	Boon Setser	
	Added date:	04/12/2013	
	Target Completion Date:	06/28/2013	

		Comments:	Site council information was provided in the school newsletter. Meetings were scheduled for 3 different times during the year. One meeting occurred however it was challenging to get and maintain consistent membership. This will be a renewed effort this new school year, beginning in September 2014.
		Task Completed:	01/21/2014
	4. Information about site council elections, roles and responsibilities of the council and members, and a calendar for meetings will be disseminated to staff and parents through the newsletter, registration, and website.		
		Assigned to:	Candice Crawford
		Added date:	04/12/2013
		Target Completion Date:	09/06/2013
		Comments:	This was partially completed however new recruitment needs to occur and a plan is in place to do so at fall open house.
		Task Completed:	01/21/2014
	5. Hold elections for parent and staff representatives.		
		Assigned to:	Boon Setser
		Added date:	04/12/2013
		Target Completion Date:	09/20/2013
		Comments:	We sent out information. We had 1 parent respond. She indicated that she would be interested in serving (and showed for the meeting!). We will continue to try and recruit more parents. For 2014-15, elections will occur in mid September and then the meeting will be in October. One meeting per quarter will occur. At a minimum, at least one parent will be recruited to represent our Spanish speaking population.
		Task Completed:	01/21/2014
	6. Identify elected members and disseminate calendar of meetings, letting community know that all meetings are open meetings.		
		Assigned to:	Boon Setser
		Added date:	04/12/2013
		Target Completion Date:	10/30/2014
		Comments:	Evidence of progress June 2015: -Our current members will continue into the 2015-2016 school year -We are currently setting the dates for our 2015-2016 meetings, occurring quarterly -These dates will be shared with both the team and the school community at large EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES/IMPACTS TO DATE: • We currently have set meetings that are happening every other month for the remainder of the year. • We have three parents on the committee, and one of them is a Spanish-speaking father. We also have three staff members, including myself. • We are working on setting immediate goals around school improvement, focusing on upcoming projects, and analyzing school-wide data.

		Task Completed:	05/29/2015
	7. Convene site council meetings to oversee school improvement efforts and progress. School improvement plans, written agendas, and minutes will be used to guide the meetings.		
	Assigned to:	Sabrina Alexander	
	Added date:	04/12/2013	
	Target Completion Date:	06/09/2017	
	Frequency:	four times a year	
	Comments:	Evidence of progress June 2015: -Our current members will continue into the 2015-2016 school year -We are currently setting the dates for our 2015-2016 meetings, occurring quarterly -These dates will be shared with both the team and the school community at large Elections will be held in September. 11-13-14 Update: The first site council meeting is scheduled for Dec. 11. Recruitment has been a success with securing two Spanish speaking and two English speaking parents for the council. This is the first time Green Acres has been able to recruit this high of a number of parents plus a diverse representation.	
	Task Completed:	05/29/2015	

Implement	Percent Task Complete:	Tasks completed: 5 of 7 (71%)	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	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:	Parents, students, and teachers work together in the fall to set goals. This is generally done at parent-teacher conferences. Just this year, parents and teachers (along side of the student) started to set OAKS goals. We will be involving parents even more in understanding how we assess students at benchmark periods, what the measures are and what they mean, how they correlate to OAKS performance, and what parents can do at home to assist students to perform at their best level, and to set goals for subsequent benchmark periods. We are also part of the No Excuses University which has a strong mission around going to college.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	When fully implemented, families will understand how to support schools in establishing student goals and preparing students for post secondary education and careers. This objective is not a current priority at this time. This will be the work of the Site Council, leadership team and the PTC.	

	Target Date:	06/30/2017
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 04/27/2016
	Evidence:	We use a school website, weekly bilingual newsletters, a bilingual reader board, regular phone calls for events, monthly award ceremonies, and daily phone calls for any absent students. The school also presents yearly at a school board meeting to share to the broader audience on going school events and progress.

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)(SIG)**		
Status	**Objective Met** 6/15/2016		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
		Objective Met - 06/15/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently run a departmentalized approach for classes. Since the teachers do not teach the same subjects there is little opportunity to align instruction, plan together or create common assessments. However, with the resources that we have we have been addressing more to the state standards.	
Plan	Assigned to:	Amanda Plummer	
	How it will look when fully met:	When fully implemented, all instructional staff at the school will be engaged in aligning instruction and local assessments to state standards grade level and vertical groups. Each team will use data to drive instructional decisions, establish a progress monitoring system and curriculum-based assessment system. Grade levels will work together to align curriculum and instruction practices and reflect the Six Instructional Shifts in the CCSS. Staff will create common assessments, share resources and effective instructional strategies. This process will be supported through the development of the RtI system outlined in EE 2.2 as well as focus on aligning and teaching the CCSS.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Refer to tasks identified in EE 2.2 that are related to RTI that will follow the District early release for professional development.		
		Assigned to:	FOCUS team
		Added date:	04/29/2013
		Target Completion Date:	06/30/2013
		Frequency:	four times a year

	Comments:	
	Task Completed:	01/21/2014

2. Refer to tasks in EE 2.2 related to grade levels (again, in line with our early release PD).

	Assigned to:	FOCUS team
	Added date:	04/29/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	
	Task Completed:	01/21/2014

3. Grade level teams, 3rd-5th, attend CCSS Math Workshops conducted by Shannon McCaw in May 2013.

	Assigned to:	Boon Setser
	Added date:	04/30/2013
	Target Completion Date:	05/31/2013
	Comments:	All grade levels worked with a Shannon McCaw representative, Sarah Schuhl, this year to comprise a set of planning tools: projection map, unit design, assessment alignment, CCSS assignment. These work sessions were well attended and overwhelmingly productive. The final work session on the 20th of June allowed teachers to plan out for next year and launched us into the deeper work we will be doing with the Shannon McCaw group for the 2014-2015 school year.
	Task Completed:	06/20/2014

4. Create CCSS curriculum maps, pacing guide and align action plans that identify tasks and timelines for math and ELA. This relates to intervention requirement #2.

	Assigned to:	Sabrina Alexander
	Added date:	04/30/2013
	Target Completion Date:	10/31/2014
	Comments:	All grade levels worked with a Shannon McCaw representative, Sarah Schuhl, this year to comprise a set of planning tools: projection map, unit design, assessment alignment, CCSS assignment. These work sessions were well attended and overwhelmingly productive. --The final work session on the 20th of June allowed teachers to plan out for next year-teachers created their projection map for 2014-2015 which included identifying which lessons from Engage NY would be taught and when. They created a unit design for their first module and aligned assessments for their first unit. -The work for ELA has been more around aligning the use of the Harcourt curriculum and Ashlock templates. However, teachers began planning out whole and small group instruction as this year concluded. For the 2014-2015 school year, teachers will be planning out more clearly a timeline for teaching syllabication and comprehension with our RTI consultant.
	Task Completed:	06/20/2014

5. Beginning in the spring of 2014, teachers will begin using a common core math curriculum building wide for their core math curriculum. Teachers will work closely in grade level teams weekly to reflect on and align their lessons and assessments.

	Assigned to:	Sabrina Alexander
	Added date:	

	Added date:	04/29/2014
	Target Completion Date:	06/17/2015
	Comments:	All grade levels work each week to plan are using EngageNY and involved in the lesson study model with SMc. Teachers also meet once per month across the district to plan and do PD around EngageNY. At Green Acres grade levels now use a common planning template and identify SWBATs and assessments for the week. The school and district both routinely use the newly adopted EngageNY CCSS math curriculum as the core program. PD is happening at both the school and district level on early release Wednesdays.
	Task Completed:	01/30/2015
	6. All teachers will work in grade levels to align instruction to CCSS practices. Through their collaborative efforts they will gain a deeper understanding of the CCSS in math and literacy, learn and apply grade level standards, identity and give assessments to get feedback about student learning needs, and utilize a common planning template to create continuity and alignment among grade levels.	
	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	06/12/2015
	Frequency:	weekly
	Comments:	Evidence of progress June 2015: • Grade level common assessments for ELA: weekly and monthly • Assessments are CCSS aligned and identified with specific standards/student objectives • School-wide student engagement: monthly read-ins, family literacy nights, free books for families, SMART, classroom reading buddies, student improvement awards, and high-interest student content • Whole and small group lesson plans written with target skill, materials, duration, group size, student learning objectives and assessments • All plans are based on regular, common formative assessments, including progress monitoring, teacher observation and student work. • The process of student profiling, instruction, collecting data, reflecting and adjusting is fully implemented • Text dependent questions and evidence based answers are a school-wide practice, 1st-5th grade, in all content areas. • Teachers use close reads on a weekly basis within a variety of subject areas -Grade level common assessments for math instruction: weekly and monthly • Tiered support for math introduced through the use of a core program used with fidelity building wide (Engage NY), a Tier II intervention (Dreambox), and a Tier III intervention (Do the Math). • Building wide math screener used for target skill identification and student RTI placement • Small group math instruction time built in to the master schedule • Written small group math lesson plans that incorporate a target skill and correlated assessment • Teachers worked with the bottom 20-30% on targeted skills instruction • Teachers meet together to discuss math progress monitoring data

and identify targeted areas for instruction and
monitor student progress
• School-wide student engagement through monthly mathlete awards, quarterly school-wide math bees, and schoolwide
math and engineering activities and fairs.
• Grade level teams can move through the planning and teaching of their lessons with more efficiency, keeping pace
with timeline; all but one grade will have made it through the curriculum for the year

% at BM rdg (as det. by easyCBM risk score)
40%
% at BM math (as det. by easyCBM raw score)
41%

Average growth (per grade, per student) in fluency (easycbm)
K-41 PS
1-34 words
2-35 words
3-25 words
4-28 words
5-33 words
Average growth (per grade level, per student) in math (easycbm)
1-12 points
2-10 points
3-9 points
4-9 points
5-12 points

EVIDENCE OF PROGRESS-FEBRUARY 2015:
OUTCOMES TO DATE:
• Teachers meet and plan specific CCSS math lessons together using the Lesson Study protocol. Lesson plans specifically address standards, learning targets, formative assessments. Teachers make decisions that impact their next steps with students based on their reflections and lesson outcomes.
• Teachers plan each week with their grade level partner. While they are welcome to plan the intricacies on their own, grade levels are expected to have the same student learning objectives and common assessments each week.
• Teachers post their learning objective before each lesson and share it with the class. Teachers are expected to reference their objective directly at least one more time during or at the end of the lesson.
• For reading specifically, teachers use a whole group/small group lesson planning format. It specifically looks for the learning objectives for each of the big 5 and what assessments are used. Those learning objectives must align with the CCSS. The biggest impact I have seen from this format and process is the shift to having assessments that directly assess a standard taught and practiced.
• Teachers share their lesson plans with specialists and IA's either through Google docs or by delivering a printed copy.

IMPACTS OF WORK:
• Teachers are addressing the Big 5 specifically 65% of 3rd graders are at low risk or within 1 word of low risk for vocabulary in Winter

benchmark testing versus 27% at low risk or within 1 word in the fall. For 4th grade it is 44% in winter/22% fall and for 5th 62% winter/40% fall. Teachers use standards based lesson plans for small group instruction to target needed skills, then assess them accordingly, attributing to a dramatic growth in vocabulary.
• This data also shows growth due to lesson planning in whole and small group
o 74% of all kindergarten met or exceeded expected PS growth
o 54% of all 1st graders met or exceeded expected average weekly word growth
o 61% of all 2nd graders met or exceeded expected average weekly word growth
o 86% of all 3rd graders met or exceeded expected average weekly word growth
o 70% of all 4th graders met or exceeded expected average weekly word growth
o 51% of all 5th graders met or exceeded expected average weekly word growth

Additional or supporting documentation:
BLT Meeting notes:
A temporary alignment to the common core until a new curriculum is adopted, what do we want to put our time into this year? (9/24)
Additional work around close reads and text dependent questions will occur during PLC / early release time.
BMT Meeting notes:
BMT is concerned about the intense level of work implied here. What is the priority for this year? (9/24)
October 2014-grade level PLCs are now using a common planning template for both reading and math. Teachers identify and document in their lesson plans their SWBATs and assessments for the week. Teachers meet with the principal each week to review the lesson plans.

		Task Completed:	05/29/2015
Implement	Percent Task Complete:		
	Objective Met:		6/15/2016
	Experience:		6/15/2016 The resistance to common core was not lost on our school district. However, that ship has sailed. Teachers fully operate under the premise of common core, as if it has always been.
	Sustain:		6/15/2016 We have spent a great deal of time shifting our focus to teach and assess based on student standards. On going work really ought to be identifying priority standards and CFA's. That is the next best step, district wide.
	Evidence:		6/15/2016 Teachers give only assessment aligned to student standards and instruction. Teachers identify on their reading and math assessments the standards being assessed and carefully score based on the standard instead of an overall score that could potentially be attached to 2-3 different standards. Teachers assess standards with intent instead of a swath of option, potentially not attached to instruction. Teachers are using two common core aligned curriculums: Engage NY and Harcourt Journeys. We also use Pinnacle, a standard's based grading program which forces a format of assessing by standard.

Indicator	**TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)**	
Status	**Objective Met** 6/20/2016	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 06/20/2016
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently use the EasyCBM to gather benchmark data and to progress monitor students in reading and math. We use some in-program assessments with curriculum that is aligned to state standards. We have data teams in place but they are nor functioning at full capacity as of this moment. We will address this more fully as we put a comprehensive RtI model in place (reading and math).We have established grade level meetings to review data and growth for each grade level. We have also created spring growth goals using a 20% gain of students meeting benchmark in reading.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, a comprehensive system will be in place for assessing and monitoring student achievement relative to state standards. We currently monitor student progress using EasyCBM data, in-program assessments, and gauge student growth and achievement through OAKS. As a district, we are developing performance tasks aligned to state standards and are beginning to implement these assessments. The district is planning to have a system in place, aligned to CCSS, in 2014-15. Therefore, it is not a current priority to do this work at the school level.
	Target Date:	06/30/2016
	Tasks:	
	1. The staff will meet 3 times per year to review benchmark data from EasyCBM for reading and set grade level goals for tier I-III students. Additional measures such as phonics screeners, diagnostics, and in-program assessments will be administered to provide skill specific deficit areas for students at tier II-III. For students in the bottom two tiers and underperforming subgroups, individual and intervention group goals will be created and progress will be monitored at RtI team meetings.	
	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	06/12/2015
	Frequency:	twice a year
	Comments:	Meeting notes: 9/24/14 - A temporary alignment to the common core until a new curriculum is adopted, what do we want to put our time into this year? (9/24/14) BLT will review and address the grade level goals and plans at October BLT meeting 10/15/14 - This task, as described above has been completed. BLT determined that working in PLC teams on the formative and common assessment cycle and close reading PD will be new areas of emphasis.

	2. The staff will meet 3 times per year to review math benchmark data from EasyCBM and use data gathered through classroom formative assessment measures to set goals for tier I-III students. For students in the bottom two tiers and underperforming subgroups, individual and intervention group goals will be created and progress will be monitored at grade level team RTI meetings.	
	Assigned to:	Math Leadership Team
	Added date:	09/18/2014
	Target Completion Date:	06/03/2016
	Frequency:	three times a year
	Comments:	Updated evidence Spring 2016:

Comments (continued):

Grade level teams participated in a rotating schedule of RTI meetings where reading and math data were reviewed. The team also participated in 3 benchmark data meetings to review school-wide data and make instructional plans. All students received whole group, small group, and RTI instruction in reading and whole group and small group in math every single day.

MATH DATA 2015-16

Below is aggregated 1st-5th fall to spring Math Risk percentage data

2015-16	Sept	June
Benchmark	32	52
Strategic	29	28
Intensive	39	20

Math Risk Data, Fall to Spring Percentages by Grade

	B	S	I		B	S	I
(1st)	34	30	36		60	22	18
(2nd)	38	18	44		46	40	14
(3rd)	39	38	23		68	17	15
(4th)	30	23	47		47	20	33
(5th)	14	33	53		31	48	21

Grade Level Growth Comparison Math Risk Data Fall to Spring (2015-16)
1st Grade
57% moved one or two levels from fall to spring

2nd Grade:
40% moved one or two levels from fall to spring

3rd Grade:
64% moved one or two levels from fall to spring

4th Grade:
43% moved one or two levels from fall to spring

5th Grade:
53% moved one or two levels from fall to spring

			Updated evidence, Winter 2016: The following is completed: 1) scheduled blocks of time within the master schedule for whole, small group, and intervention instruction, 2) identified curriculum to use in both small group and intervention settings as well as effective engagement strategies to facilitate learning in all tiers of instruction, 3) planning and training for Sped and Title staff who provide Tier II-III intervention, 4) identified and planned use of screeners and a regular assessment cycle, and 5) benchmark meetings for goal setting and data team meetings for progress monitoring. Progress of evidence-June 2015 The building Math Team selected a 1st-5th grade math screen-er to be used in identifying students for Tier II or Tier III math support. Grade level teams met to discuss student math performance, including target skill and progress monitoring data, with the student support RTI team. A Tier II and Tier III math intervention was adopted (Do the Math and Dreambox). These are being used daily as math intervention support in the classroom and in sped/title groups. Grade level teams met bi-weekly to write small group lesson plans that used progress monitoring data for student grouping. BMT Notes: For this year, the BMT recommends identifying/creating of a k-2 and 3-5 screener to be used this fall. The first data meeting would take place in winter and a second in spring. Grade level teams would identify goals and an instructional plan. There will need to be established math interventions and structures for math small groups. Progress monitoring status? (9/24)
		Task Completed:	06/10/2016
Implement	Percent Task Complete:		
	Objective Met:		6/20/2016
	Experience:		6/20/2016 The team has worked to set up a process for reviewing student data on an ongoing basis as well as at pivotal benchmark times. This was an adjustment from the previous systems that were less structured. A bigger shift was not just holding the meetings on a schedule but the structure under which meetings were run. This shift was supported by agreed upon norms, which, early on, were referenced a great deal, in shifting towards a more systems thinking, problem solving approach and less "sit and chat about kid stuff." This was initially a significant shift for the students, but is much more the school culture now.
	Sustain:		6/20/2016 This year was the third title teach in 4 years. The first two years of focus status had the title teachers of many many years, at least 14. But last year the position was filled with a temporary and now a

		permanent teacher is finishing her first year. These changes have meant the administrator has played a significant role in leading these meetings, however, the title teacher, who received a great deal of training this year, will be ready to move forward into next year as a more significant leader in this work.
	Evidence:	6/20/2016 1.) The school wide team meets three times a year: fall to set goals and build instructional plans based on fall benchmark data, winter to review the year thus far, evaluate their goals, set new goals for spring, and adjust their instructional plans, and spring to do a final goal evaluation, celebrate success, reflect on their instructional plans and discuss as a group next steps for improvement next year.
Indicator	**TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)**	
Status	**Objective Met** 6/15/2016	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 06/15/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Again, we have data teams that are analyzing easyCBM reading data but we have yet to fully get in place our system and incorporate multiple sources of data (easyCBM, OAKS, in-program assessments, work samples) for reading, writing and math.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, all instructional staff at the school will be engaged in the analysis of student assessments that are aligned with CCSS. Standardized, benchmarking, and progress monitoring data, as well as in-program, common and formative assessments, will serve as the basis for analysis. Teams will use a PLC grade level teams format to create common assessments, identify other appropriate assessments to use, and analyze selected assessments on a regular basis.
	Target Date:	06/30/2016
	Tasks:	
	1. Classroom teachers will work within their grade level team at their weekly PLC time, to create and compare common assessments using Common Core Math.	
	Assigned to:	Sabrina Alexander
	Added date:	05/06/2014
	Target Completion Date:	09/15/2014
	Frequency:	weekly
	Comments:	Evidence of progress June 2015: % at BM rdg (as det. by easyCBM risk score) 40% % at BM math (as det. by easyCBM raw score) 41%

Average growth (per grade, per student) in fluency (easycbm)
K-41 PS
1-34 words
2-35 words
3-25 words
4-28 words
5-33 words
Average growth (per grade level, per student) in math (easycbm)
1-12 points
2-10 points
3-9 points
4-9 points
5-12 points

EVIDENCE OF PROGRESS-FEBRUARY 2015:
OUTCOMES TO DATE:
• Teams have met since September to analyze common math and language art assessments. Each cycle requires two PLC times. The first involves analyze the assessment ahead of time-listing the addressed standard, reviewing necessary instruction, noting needed accommodations, agreeing on the scoring rubric or scale, and planning an appropriate time line. After the assessment has been given, teachers come back together. They separate their students into four groups according to their originally agreed on scoring: Exceeds, meets, nearly meets, not meeting. They analyze work from each pile, and make their instructional plans for students in each group. They also discuss their thoughts on the assessment itself and make any plans for needed change.
• The current outcome of this is much more precise, relevant assessments and a stronger use of assessment results, regarding common, curriculum based assessments. 5 out of the 6 grade levels meet weekly to plan together and use their assessments to plan their instruction.

IMPACTS OF THE WORK:
• Teachers have changed their assessments to match their specific learning targets and then to plan further interventions or next year's instructions.
• Teachers carefully analyze the results of the assessment and make specific action plans to be taken with the next 2-3 days.
• Practice using the assessment cycle has changed how they see assessments, evident predominantly in the types of assessments given. They focus specifically now on standard alignment and DOK level for the structure of the assessment.

BMT Mtg Notes:
BMT feel we have the common assessments with the curriculum but a lack of analyzing, making Instruction shifts, and working in vertical groups (9/24)
(PLC teams met on 10/14/14 and reviewed assessments, DOK levels,

and adopted an assessment cycle to follow targeting individual students at the classroom level. Teachers are using a standardized protocol across all levels.)
In place for reading as of fall 2014
October 2014 - Each month the PBIS team looks at SWIS and then shares the data snapshot with the school. An area of emphasis is determined by the staff. The grade level PLCs then meet one Tuesday per month and reflect on that data and come up with plans on how to address the needs with their students.
The Building Literacy Team meets once per month, reviews easyCBM data and when teachers meet in their grade level PLCs they reflect on their progress monitoring data that they have collected at the classroom level each Friday (i.e. fluency, multisyllabic words).
The Building Math Team meets once per month, reviews easyCBM data, and shares back with grade level PLCs. The PLC teams review their exit tickets once per week and determine instructional adjustments to make within lessons.
The RtI literacy team meets every 6 weeks to progress monitor intervention groups. Teachers collaborate in their grade level PLCs on ways to target deficit areas in their small group lesson planning and delivery.
Grade level PLCs meet once per month and are using a common assessment to determine instructional action steps. The common assessment for math is a mid-module or end of unit assessment. In ELA it is a weekly or unit assessment from the core program.

Assessment Cycle / PLC Update - 11-13-14
We have now completed one math assessment cycle and one ELA assessment cycle. The outcome of that cycle was:
1. Each grade level team selected a common assessment to administer.

2. They broke apart the assessment to identify: the standards addressed, learning targets for the lessons correlated to the assessment, the content vocabulary to be used, any reviews or warm ups given, and the agreed scoring rubric/decisions.
3. The team then taught and administered the assessment.
4. The team met and looked at the completed assessments.
5. They sorted the results into four piles: below the standard, nearly meeting standard, meets standard, and exceeds standard.
6. They listed each student from each pile, and then discussed one assessment from each of the four piles. From there they identified the themes of that particular pile and what next steps in instruction are necessary for that student to move up in proficiency. There was also discussion about whether the assessment itself met the intended purpose when the team originally met.
Evidence of progress: The principal has seen significant changes due to these conversations. Fourth grade has shifted their weekly assessments to a standard-based assessment with specific scoring criteria. Teachers in each of the 1st-5th grade are using standard specific data now to plan for the next weeks lessons.

	Task Completed:	05/29/2015
	2. Bi-monthly, teachers will work in their grade level PLC's to analyze and act upon progress monitoring in ELA and math.	
	Assigned to:	Sabrina Alexander
	Added date:	05/06/2014
	Target Completion Date:	09/15/2014

	Frequency:	twice monthly
	Comments:	Evidence of progress June 2015: -Teams worked in their bi-weekly PLC from February through June to plan and implement small group lesson plans in reading and math. -Teachers progress monitored each student participating in small group instruction and used the progress monitoring data to adjust instruction each cycle. -Teachers used research based, normed materials that matched student target skill % at BM rdg (as det. by easyCBM risk score) 40% % at BM math (as det. by easyCBM raw score) 41% Average growth (per grade, per student) in fluency (easycbm) K-41 PS 1-34 words 2-35 words 3-25 words 4-28 words 5-33 words Average growth (per grade level, per student) in math (easycbm) 1-12 points 2-10 points 3-9 points 4-9 points 5-12 points EVIDENCE OF PROGRESSS-FEBRUARY 2015: OUTCOMES TO DATE: • Teachers regularly meet in PLCs to review student progress data and revise instructional strategies to address skill deficits. They share successful fluency, phonics and multi-syllabic word strategies and techniques that they are using to develop reading proficiency. • RtI Data/PLC Reading Teams meet on a 6-week cycle for each grade level. Data and PLC protocols are routinely used to determine instructional effectiveness and degree of student progress. Discussion revolves around which groups/students are making sufficient progress and what changes to make to groups, materials, and strategies at both the intervention and classroom levels in order to meet student performance needs. • Teachers, including paraprofessional staff, are using explicit, systematic phonics instruction to teach students to read. • Grade levels are now beginning to set grade level goals in math and will review easyCBM data and intervention group progress in spring 2015. IMPACTS OF THIS WORK: Overall, 39% of students are reported at grade level in reading compared to fall benchmarking showing 24% at grade level.

Winter benchmarking indicates progress at all grade levels. Using Tindal and Hasbrook expectations of improvement in average weekly reading rates these grade levels have demonstrated the following growth:
• 74% of all kindergarten met or exceeded expected PS growth
• 54% of all 1st graders met or exceeded expected average weekly word growth
• 61% of all 2nd graders met or exceeded expected average weekly word growth
• 86% of all 3rd graders met or exceeded expected average weekly word growth
• 70% of all 4th graders met or exceeded expected average weekly word growth
• 51% of all 5th graders met or exceeded expected average weekly word growth
Follow up reflection from this data: A strong core appears to be in place but at some grade levels interventions are not producing the amount of improvement.
Analysis of the data for students considered in the high-risk category of reading failure, kindergarten demonstrated the most significant change from fall to winter. The percentage at high risk went from 58% to 15%.

In math, 40% of students are at benchmark and above with the benchmark cut off at the 50th percentile. 28% percentage of students are performing at the strategic level (21st to 49th percentile) and 32% at the intensive level (0-20th percentile). In the fall it was 30%, 32%, 38% respectively.

Additional or supporting documentation:
October 2014 - Each month the PBIS team looks at SWIS and then shares the data snapshot with the school. An area of emphasis is determined by the staff. The grade level PLCs then meet one Tuesday per month and reflect on that data and come up with plans on how to address the needs with their students.
The Building Literacy Team meets once per month, reviews easyCBM data and when teachers meet in their grade level PLCs they reflect on their progress monitoring data that they have collected at the classroom level each Friday (i.e. fluency, multisyllabic words).
The Building Math Team meets once per month, reviews easyCBM data, and shares back with grade level PLCs. The PLC teams review their exit tickets once per week and determine instructional adjustments to make within lessons.
The RtI literacy team meets every 6 weeks to progress monitor intervention groups. Teachers collaborate in their grade level PLCs on ways to target deficit areas in their small group lesson planning and delivery.
Grade level PLCs meet once per month and are using a common assessment to determine instructional action steps. The common assessment for math is a mid-module or end of unit assessment. In ELA it is a weekly or unit assessment from the core program.

		Task Completed:	05/29/2015
Implement	Percent Task Complete:		
	Objective Met:		6/15/2016
	Experience:		6/15/2016 Teachers are excited about having more specific data connected to student standards in order to more effectively instruct and report on

		student achievement. We are continuing to grow as a district in this area and in our school, particularly in our PLC's.
	Sustain:	6/15/2016 A better comprised systems of CFA's that allow for stronger PLC work.
	Evidence:	6/15/2016 Teachers are excited about having more specific data connected to student standards in order to more effectively instruct and report on student achievement. We are continuing to grow as a district in this area and in our school, particularly in our PLC's.
Indicator	**TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)(SIG)**	
Status	Tasks completed: 1 of 8 (12%)	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
	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:	We have a great deal of teachers who are using assessment data to drive instruction but we are not there with ALL teachers. We will need to do some training on how to do this, effectively.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, all instructional staff at the school will use assessment data in planning and delivering differentiated, standards based instruction. Using a PLC model, grade levels and vertical teams will plan for the delivery of differentiated or multi-tiered standards-based instruction that is determined by common and formative assessments. Tasks addressing this specifically will be written in the spring of 2015 to be implemented in the 2015-2016 school year.
	Target Date:	06/30/2017
	Tasks:	

	1. 1. Teachers will continue to meet in PLC's at least twice a month to review writing assessments and work samples to plan and evaluate their differentiated writing instruction. Teams will use a PLC protocol and AVID WICOR strategies to plan, instruct, and assess students and then modify to further instruct. Teams will consist of grade level partner sets as well as a specialist team. All teams will have a writing focus for their year of PLC work. PLC's will be led by a PLC leader that will be trained in leading the PLC and keeping the focus on this year's priority, writing and inquiry.	
	Assigned to:	Amanda Plummer
	Added date:	07/15/2016
	Target Completion Date:	06/16/2017
	Frequency:	twice monthly
	Comments:	
	2. 2. The building literacy team will continue to meet and guide the on-going work within the writing priority that has been established. Their work will draw from the K-12 Writing framework and be supported through PLCs. Vertical and horizontal alignment scope and sequence of writing across all content areas embedding AVID - WICOR strategies.	
	Assigned to:	Vickie Brown
	Added date:	06/20/2016
	Target Completion Date:	06/16/2017

	Frequency:	monthly
	Comments:	

3. 3. Staff will use district math core curriculum, formative and summative data to drive the RtI system to create small group intervention within the classroom to meet the needs of students. PLC work with emphasis on inquiry and writing will enhance math instruction.

	Assigned to:	Emily Helpenstell
	Added date:	06/20/2016
	Target Completion Date:	06/16/2017
	Frequency:	monthly
	Comments:	

4. 4. Staff will analyze student assessment data which includes computer assessments to determine areas of reading emphasis for whole group, small group, and interventions. Reading lesson plans will be implemented to target specific skills that students need to acquire for catch up growth. This will be a focus and will be discussed during weekly RtI meetings finding areas of strengths and areas for improvement.

	Assigned to:	Amanda Plummer
	Added date:	06/20/2016
	Target Completion Date:	06/16/2017
	Frequency:	weekly
	Comments:	

5. 5. Teachers will collaborate and create rigorous WICOR lesson plans based on district pacing guides implementing the core curriculum to increase student engagement and performance in literacy and math.

	Assigned to:	Amanda Plummer
	Added date:	07/15/2016
	Target Completion Date:	06/16/2017
	Frequency:	weekly
	Comments:	

6. 6. Staff will use district core curriculum and the following supplemental materials for differentiation: Staff working with grades 2-5 will utilize 6-Minute Solutions fluency program on a DAILY basis. Staff working with K-3 will implement ASHLOCK as trained by the district reps. 4th and 5th grade will implement Ashlock for multisyllabic word work. Outside the core math time, teachers will utilize Kim Sutton, Digging into Math, and computer based programs Xtramath, Dreambox, and Front Row as supplements for math support and to enhance the core curriculum as needed.

	Assigned to:	Amanda Plummer
	Added date:	07/15/2016
	Target Completion Date:	06/16/2017
	Frequency:	daily
	Comments:	

7. 7. Teachers will create ambitious grade level goals (SMART Goals) and review at All School Data Mtg. four times a year. Teachers will support students in developing and reflecting on student AVID SMART goals, communicating those goals to families and reviewing/adjusting those goals before and after each assessment period.

	Assigned to:	Amanda Plummer
	Added date:	06/20/2016
	Target Completion Date:	06/16/2017
	Frequency:	

	Frequency:	four times a year
	Comments:	

9. Teachers will meet in PLC's at least twice a month to review writing assessments and work samples to plan and evaluate their differentiated writing instruction. Teams will use a PLC protocol to plan, instruct, and assess students and then modify to further instruct. Teams will consist of grade level partner sets as well as a specialist team. All teams will have a writing focus for their year of PLC work. PLC's will be led by a PLC leader that will be trained in leading the PLC and keeping the focus on this year's priority, writing and inquiry.	

	Assigned to:	Sabrina Alexander
	Added date:	06/05/2015
	Target Completion Date:	06/30/2016
	Comments:	Updated evidence Spring 2016: Teams met in PLC's twice montly, see below for full process. Our math data shows huge growth, benefiting from work PLC's have done. MATH DATA 2015-16 Below is aggregated 1st-5th fall to spring Math Risk percentage data 2015-16 Sept June Benchmark 32 52 Strategic 29 28 Intensive 39 20 Math Risk Data, Fall to Spring Percentages by Grade B S I B S I (1st) 34 30 36 60 22 18 (2nd) 38 18 44 46 40 14 (3rd) 39 38 23 68 17 15 (4th) 30 23 47 47 20 33 (5th) 14 33 53 31 48 21 Grade Level Growth Comparison Math Risk Data Fall to Spring (2015-16) 1st Grade 57% moved one or two levels from fall to spring 2nd Grade: 40% moved one or two levels from fall to spring 3rd Grade: 64% moved one or two levels from fall to spring 4th Grade: 43% moved one or two levels from fall to spring 5th Grade: 53% moved one or two levels from fall to spring Updated evidence in Winter 2016:

		Grade level teams are meeting in their PLC's 2x a month. At the first PLC they follow a set of tasks: Set A
		Identify the essential standards (priority). Write the learning targets and "I Can Statements." Create a short menu for daily quick checks for understandings. Create or find common, formative assessments and make agreements on how and when they will be administered over the course of the identified unit. (CFAs are not end of unit assessment) Decide on which assessment they will administer and bring back results to the next PLC.
		At the second PLC, they return with their completed assessments for set B:
		Give the assessment. Each teacher analyze and record assessment results. Note the number (#) and percentage (%) of students: Exceeding, meeting, nearly meeting, or not meeting the standard(s). Bring data and student work to your grade level PLC meeting and look at your results, discuss insights and share strategies. Plan for interventions and enrichment.
		Teachers have participated in ongoing writing PD this year and then used assignment correlated to that PD for their PLC time. This has helped to solidify the work we have done in our writing PD.
	Task Completed:	06/10/2016
Implement	Percent Task Complete:	Tasks completed: 1 of 8 (12%)

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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
	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:	Distributed leadership is being emphasized more at Green Acres. Teachers are now leading the PBIS team, Title is facilitating out level II RtI meetings, grade level teachers have a larger say in the interventions that are provided in Title I and staff present at various staff development activities (i.e. Teach Like a Champion). As our teaming structures become more refined we will empower teachers to take on more facilitative roles.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented there will be a distributed leadership process in place at Green Acres. The process will build the capacity of others in the school and encourage teachers and classified staff to take on leadership roles they will maintain and can develop. This objective is not a current priority. It will be fully developed by the spring of 2016

		to be implemented in the 2016-2017 school year.
	Target Date:	06/30/2017
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	**Objective Met** 5/6/2014	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 05/06/2014
	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:	Along with our PD activities with "Teach Like A Champion", the administrator is using walk though tools that match to TLC. Most classroom observations are aligned with the evaluation criteria established in the district's Professional Growth and Accountability criteria however the professional development plan is not directly aligned. The professional development activities have been created to support teachers in the classroom both from the administrator and the district level priorities. Teacher input and ownership of identifying PD is an area to be further developed. Also, finding and using observational tools and protocols that provide teachers with meaningful feedback needs to be a focus as well as assisting teachers in being comfortable observing and giving feedback to each other.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, the administrator will follow the expectations outlined in the district's "Professional Growth and Accountability" guidelines and expectations with fidelity. The District has begun training and implementing the PG and A with Administrators in the District using the "Ed Caliber Walk-Through" observational tool. At Green Acres the administrator will conduct formal observations per the expectations of the district's evaluation policy and add in more frequent classroom observations using the mini-observation strategy (eg. Kim Marshall). Feedback on instruction, curriculum implementation, use of formative and common assessments, facilitating high levels of student engagement and effective behavior management will be provided to individual staff members. Data will be synthesized and provided to staff at large, in the form of themes, on the areas of strengths and areas that need further refinement and will be used to assist with the creation of on-going professional development opportunities.
	Target Date:	06/30/2016
	Tasks:	
	1. Provide staff with a copy of the evaluation system document and a year-long professional development calendar for the 2013-14 school year. These documents will be provided at the August in-service. The professional development calendar will be aligned with the school's current priorities (articulated in the CAP) as well as address the instructional practices identified in the evaluation system.	
	Assigned to:	Boon Setser
	Added date:	04/29/2013
	Target Completion Date:	08/30/2013

	Frequency:	once a year	
	Comments:	Staff were provided with the evaluation handbook. Leadership Team helped create a PD plan for the 2013-14 school year. A majority of the PD work revolved around core reading curriculum enhancements (Ashlock), ELA CCSS, and math CCSS.	
	Task Completed:	01/21/2014	
	2. The principal will conduct regular observations to identify instructional strengths and areas of need in math, reading, writing, student engagement and classroom management. The principal will provide immediate feedback to staff and assist staff with utilizing it for continuous growth, improvement and goal setting. The principal will share observational feedback themes with the staff that will assist staff and leadership teams in creating professional development plans and staff development opportunities.		
	Assigned to:	Boon Setser	
	Added date:	04/29/2013	
	Target Completion Date:	10/01/2013	
	Frequency:	weekly	
	Comments:	Observational feedback was provided to staff on their implementation of the explicit and systematic instruction in reading in 2013-14. Effective implementation of CCSS practices in math and ELA and increased student engagement are areas of focus and the principal will work closely with staff in 2014-15 to strengthen their instruction through the use of observational feedback.	
	Task Completed:	01/21/2014	
Implement	Percent Task Complete:		
	Objective Met:	5/6/2014	
	Experience:	5/6/2014 With the district PG&A program, observations are aligned within that calendar. Additionally, the administrator regularly facilitates informal observations and feedback conversations. These help to align all of the instruction to best practices.	
	Sustain:	5/6/2014 Classroom teachers need the regular formal observations and feedback. This is absolutely necessary to keep all instructors in a constant motion of growth.	
	Evidence:	5/6/2014 Teachers are all in alignment with the district PG&A calendar and requirements. Additionally, teachers and given regular informal observations in order to provide regular instructional feedback.	
Indicator	**LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)**		
Status	**Objective Met** 6/20/2016		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
		Objective Met - 06/20/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of defining what the roles and responsibilities are for the teams. We have established a Building Literacy Team and	

	Describe current level of development:	started on the Building Math Team. Again, work need to be done in defining goals and duties.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, Green Acres leadership will have fully established team structures with clear and specific duties. Each team will meet on a regular basis and maintain and submit minutes of their meetings. Team structures and duties will be clearly outlined and made available to all team members and stored electronically. Teams will provide leadership and build capacity among staff members to understand and implement school improvement processes.
	Target Date:	06/30/2016
	Tasks:	

1. Green Acres will have 5 main leadership teams that will meet throughout the year: a focus leadership team, a PBIS team, a building literacy team, a building math team, and site council. In the fall, these teams will be given a meeting calendar for the school year.

	Assigned to:	Sabrina Alexander
	Added date:	05/06/2014
	Target Completion Date:	09/15/2014
	Frequency:	once a year
	Comments:	This has been accomplished. A meeting schedule is in place for the year and on the school calendar. Team members are identified and are representative of grade levels and include classified staff.
	Task Completed:	10/17/2014

2. The focus leadership team will collaborate to establish roles for each leadership team, this will include the processes of reporting information to the school at large and to the focus leadership team. THIS TASK WILL BE USED AT EACH MEETING TO DOCUMENT MINUTES AND ACTIVITIES ACCOMPLISHED AT EACH (FOCUS) LEADERSHIP TEAM MEETING. THESE MEETINGS OCCUR THE SECOND THURSDAY OF EACH MONTH.

	Assigned to:	Sabrina Alexander
	Added date:	05/06/2014
	Target Completion Date:	06/15/2015
	Frequency:	monthly
	Comments:	Updated Winter 2016: We have established teams meeting on a regular basis: BLT, BMT, PBIS, Attendance, Leadership. The teams have teacher leaders as well as leadership from the principal. Members of the teams have specific roles and jobs and fit within a school wide system of leadership. These meetings have set dates and pre-arranged agendas with systems of taking minutes and delegating tasks.
		The Leadership Team met on 9/11/14. The agenda included an orientation for new members, establishment of group norms, discussion of the organizational structure for how all teams at Green Acres function, a review of incomplete CAP tasks with the addition of comments, and discussion on how to revitalize site council and recruit parents. Tasks for recruitment were assigned.
		The Leadership Team met on 10/9/14. The main agenda items addressed the major priority areas of ELA/Math and School Culture. 1) The team reviewed the ELA and math school improvement action

plans-correlated to the CAP. The team audited the amount of time and what tasks teachers needed to do. They looked at the time frames that could be available to accomplish tasks within the SIP (CAP tasks) and identify the current priorities and time to get the work done. Sabrina led the team in listing out all the ELA and math tasks and went through a process of re-prioritizing the numerous tasks. The SIPs will be updated to incorporate the prioritized tasks. 2) The team reviewed all activities related to promoting positive school culture and family involvement. An emphasis is on creating motivating school-wide activities around literacy and math and family night events with the goal of increasing participation over past years. All activities for in-school were listed with dates/times of year when they would occur. Family nights were identified as Literacy Night and PJ/Astronomy Night. Site council recruitment was discussed and November meeting established. At least one Spanish speaking parent will be recruited to join site council.

Leadership meeting: 11/13/14
The team self-evaluated the CAP priorities embedded in the three school improvement plans (ELA, Math, PBIS). Rating, based on student data progress and personal observation, how we believe we are currently doing on a 5 part scale. The team then spent time looking more deeply at the two with the lowest scores and the two with the highest scores. The two lowest were math and writing, the two highest were school climate and PBIS systems. Math is a current priority so we looked at the plan for the year and evaluated whether we as team feel the plan addresses student data needs. Writing is not a current priority but is certainly a high need. Currently writing is being addressed through ELA work with close reads and text-based questioning and through principal observation and feedback. However, the team was in agreement on writing becoming a possible priority for the 2015-2016 school year. We also spent time reflecting on what practices we have put in place this year to improve school climate and our PBIS system. There needs to be on-going maintenance in these areas and that will be continually addressed by the PBIS team and in staff meeting professional development
We scheduled in the calendar, for the remainder of the year, events that we have identified to support our three priorities: ELA, math, school climate. This includes parent nights, literacy nights, math bees, math Olympics, awards, data meetings, PD opportunities, PTC meetings, site councils, family activities, etc. The team looked at each month to feel out the load and whether it was adequately meeting the direction the leadership team had in mind for this year.
There was discussion about our goals for parent involvement for this year and then for next year. The goals for this year are: an active and diverse PTC, a quarterly site council with parent involvement, and family involvement in planned activities: with a specific focus of high involvement from our Spanish speaking families. We noted that our PTC meeting on November 7 had 40+ families in attendance, 8 of them Spanish speaking families. This was an increase of attendance of previous years. Yes! The main outcome of the PTC meeting was the development of a calendar of events and meeting times.
(Documented in FC3.6, Task 6) The first site council meeting is scheduled for Dec. 11. Recruitment has been a success with securing two Spanish speaking and two English speaking parents for the council. This is the first time Green Acres has been able to recruit this high of a number of parents plus a diverse representation.

| Task Completed: | 04/07/2016 |

Implement	Percent Task Complete:		
	Objective Met:	6/20/2016	
	Experience:	6/20/2016 Team forming took a process of a few steps forward, a few steps back, many steps forward. Initially, upon being identified as a focus school, school based teams were developed. Teams were given clear vision and purpose and identified teacher leaders. However, teacher leaders were given too much leadership to start and the teams lost some of their structure. At the shift of administration these teams were regrouped and put back in the leadership of the administrator. In time teacher leaders have been built again and slowly given the reigns to lead and/or facilitate. The teams are in a much better place now.	
	Sustain:	6/20/2016 On going work to build up the teacher leaders and grow their skills of facilitation. Additionally, the teams need more work on documenting their work and conversations to ensure follow-up on decided tasks. Under the new, again, administration, this will easily happen.	
	Evidence:	6/20/2016 1.) There are 5 critical teams: PBIS, Leadership, BLT, BMT, and site council. Each team, sans site council, has a teacher leader, and SIP to work off of. The leadership team meets quarterly to oversee the work at large and continue the forward thinking. 2.) Teams have a regular meeting time with assigned roles, agendas, and respected time frames. These teams have facilitated a great deal of work that is sustaining now within the school. 3.) These teams are supported by important committees that also facilitate critical work: attendance, TAG, hospitality, family support, etc.	
Indicator	**LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)(SIG)**		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/27/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The administration works within the broader system of leadership and delegation overseen by the superintendent and program directors.	
Plan	Assigned to:	Not yet assigned	
Indicator	**LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)**		
Status	**Objective Met** 6/20/2016		
Assessment	Level of Development:	Initial: Limited Development 04/03/2013	
		Objective Met - 06/20/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We have a vision that promotes equity and high expectations for all of our students. As a staff we tacitly, not actively, promote the vision. We assume our teachers are professional and adhere to the Green Acres Vision. We have conducted family nights and separate family nights for ELL parents. There is more that we could be doing to increase our level of cultural competence and understanding of our students diverse experiences.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, school leaders will actively promote a shared vision for equity, cultural competence, and high expectations.The school's principal and leadership team will be responsible for creating ambitious school improvement plans to address gaps in student achievement. The improvement plans will include intentional work to create a more racially equitable and culturally inclusive climate. A shared vision will be created and will focus on: 1) improving student achievement to create equity by eliminating existing achievement gaps, 2) teaching practices that reflect cultural competence, and 3) believing in high expectations for both staff and students. This objective meets interventions 1,2, 3 from the SAT report.
	Target Date:	06/30/2016
	Tasks:	

1. A small team including one Instructional Assistant (bilingual), one classroom teacher, and the principal will participate in Donna Beagle poverty Institute in July in Portland OR. The same staff will also participate in the district Poverty Summit, also with Donna Beagle. This team will work with the building at large to increase a school sensitivity and pro activeness with our families living in poverty.

	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	10/31/2014
	Comments:	Evidence of progress June 2015: -No new programs have been initiated since the February check-in. We are just continuing to sustain that which we have started this year. -For next year, we will be identifying 12 families within the school that have a chronic attendance issue and work with them, in addition to other families, to support them with intent in order to improve school attendance. EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • This team went to the training in July and then helped to put on the city wide Opportunity Community day. • Green Acres had an overwhelming involvement at the conference both in staff and families. We had over 20 families participate in the event and 5 staff members. • The school at large has continued the work with our monthly Jensen professional developments, food bank, and family supports (see below). • Our bilingual IA has moved into a family support person, who has been supported our Spanish speaking families to access health care, navigate basic need organizations (WIC, food stamps, food banks, clothing access, etc). She is also supported the local police as they work with the families. • Green Acres is working with an outside consulting agency that is participating in a city wide visioning process. The agency is now

connected to Green Acres and facilitating meetings with our families to learn more about the community needs.

IMPACTS OF THE WORK:
• There is increased involvement among Spanish speaking families. An example of this is high attendance in a new class for parents focusing on health care and nutrition. The class meets on early release Wednesdays with approximately 30 families in attendance.

	Task Completed:	05/29/2015

2. Sub-committees will apply practices we learn in both Jensen's work and "Courageous Conversations" and begin our more assertive community outreach approach. The team will create the blue prints for a preschool set to open in Septemeber 2015, classes for our Spanish and English speaking parents, and community events that are inclusive to all of our families.

	Assigned to:	Sabrina Alexander
	Added date:	06/25/2014
	Target Completion Date:	06/03/2016
	Comments:	EVIDENCE OF PROGRESS-FEBRUARY 2015: OUTCOMES TO DATE: • I went to the Courageous Conversations summit in New Orleans in October. • The district now has a plan for a Courageous Conversations book group that I will lead with a colleague. The book group will include another staff member from Green Acres, and other district employees. • Our school now hosts an English class twice a week, totally 6 hours a week, sponsored by a local community college. • Our PTC and Site council reflect both our English and Spanish speaking populations. • We offer a Spanish health class once a week for our parents, childcare provided. • The district is finalizing a signed agreement with the non-profit Family Tree Relief Nursery. They will have both a toddler and preschool class starting in July at Green Acres. The class will be offered to both English and Spanish speaking families, as they have employees that speak both languages. • All newsletters and forms are being sent home in both Spanish and English. • We have a stocked food bank that we are feeding families out of weekly. • We have held one clothing give away and are planning for a second. IMPACTS OF THE WORK: • The culture at Green Acres is undergoing a shift. It is becoming more of a school for the entire community where all are welcome and an integral part of the school family. PBIS Mtg Notes: 10/9/14 Mtg – Preschool team-Jana and Sabrina and any other staff welcome. Need to develop plan. Have the funds. Will be classes for both English and Spanish speaking parents.
	Task Completed:	06/10/2016

3. The school PBIS and leadership teams will work with all school employees on a building wide attendance initiative. The vision of high daily attendance with a significant drop in chronic absentee students will be shared building and community wide. Daily, weekly, and monthly data will be used to keep the conversation and purpose current and alive.

	Assigned to:	PBIS team
	Added date:	06/05/2015
	Target Completion Date:	06/03/2016
	Comments:	Updated evidence spring 2016 Attendance Data 2013-2014 93.7-ADA 24%-Chronic 2014-2015 92.4-ADA 32%-Chronic 2015-2016 94.3-ADA 14%-Chronic Updated evidence, Winter 2016 Completed thus far: 1) Improve overall school attendance through implementing a school wide attendance program through PBIS initiatives such as: school wide and classroom data collection and presentation, awards/incentives, programs to address student need (walking bus stations, mentors, etc.) and other programs to highlight our school wide focus, and 2) Engage in a deeper look and understanding of our attendance data, including parent and student surveys, to better plan and address the problem. Attendance: Current ADA: 95%, last year's ADA was 91% Current Chronic rate: 17%, last year's chronic rate was 44%
	Task Completed:	06/10/2016
Implement	Percent Task Complete:	
	Objective Met:	6/20/2016
	Experience:	6/20/2016 Tremendous work has been done to support students and families in regards to attendance, family support, and critical conversations about topics such as race and poverty. Through a great deal of PD, dialogue and learning together, the staff has embraced Green Acres' families with warmth, support, and a willingness to grow and learn. The staff takes full ownership of their role in supporting students and the building has seen great results.
	Sustain:	6/20/2016 Having ongoing conversations about race is imperative as the building continues to grow in family support. Non-white staff members report regularly of hurtful, racist comments made towards themselves and students within the school. We know that racial awareness varies on a large spectrum and requires ongoing education and conversations to bring about awareness. This is critical if Green Acres intends to continue addressing the needs of all of it's students and families.

	Evidence:	6/20/2016 1.) A food pantry serving all families 2.) a number of non-white employees hired, including bi-lingual employees 3.) monthly PD to develop a trauma informed school with more culturally relevant practices 4.) a comprehensive school wide attendance programs that accounts for the needs of all students and families 5.) a building based family support person 6.) weekly parent education opportunities within the school and the district 7.) services provided by the county mental health organization 8.) a full time, bilingual school social worker 9.) a building based non-profit that service families and children under 5 including a therapeutic preschool and toddler program. Our families are being served!
Indicator	**LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)(SIG)**	
Status	**Objective Met** 5/6/2014	
Assessment	Level of Development:	Initial: Limited Development 04/03/2013
		Objective Met - 05/06/2014
	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:	The principal possesses a strong vision towards growth and student achievement and a commitment to motivating and directing staff towards increased student achievement. The principal builds positive relationships and has open communication with all stakeholders and clearly conveys his passion for student success through his interactions. He seeks professional development opportunities, in formal and in formal ways, to deepen his knowledge about elementary curriculum and instruction and is open to feedback.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, the principal will be moving the staff toward continuous improvement of student achievement. The Principal will lead with a strong vision that promotes high levels of student achievement, will build capacity in staff that empowers them to get positive results and meet the needs of their students and will support them in taking on leadership roles within the school. The principal will be fully engaged in the instructional program and understand the professional development needs of the staff by conducting frequent classroom observations, engaging staff in reflective dialogue about teaching practices, and implementing the district's differentiated supervision and evaluation model. This objective directly addresses the SAT prescribed intervention #1.
	Target Date:	06/30/2016
	Tasks:	
	2. The principal will use the Professional Growth and Accountability for evaluation and supervision. This program articulates the needs and requirements of SB290.	

		Assigned to:	Boon Setser
		Added date:	04/26/2013
		Target Completion Date:	09/02/2013
		Comments:	The principal followed the PGA requirements to supervise and evaluate staff.
		Task Completed:	01/21/2014
		3. The Principal will develop and direct changes that are fleshed out throught hte Turnaround document.	
		Assigned to:	Boon Setser
		Added date:	04/26/2013
		Target Completion Date:	09/30/2014
		Comments:	
		Task Completed:	01/21/2014
		4. The Principal will will collaborate with his fellow administrator who is also part of the Focus program. The platform of discussion and actions will hinge upon the Turnaround Acions in Intervention #1.	
		Assigned to:	Boon Setser
		Added date:	04/26/2013
		Target Completion Date:	06/30/2014
		Comments:	
		Task Completed:	01/21/2014
		5. The principal will create professional growth goals and create priorities that come as a result of working with principal colleague(s) on Turnaround Actions.	
		Assigned to:	Boon Setser
		Added date:	06/07/2013
		Target Completion Date:	08/30/2013
		Frequency:	once a year
		Comments:	
		Task Completed:	01/21/2014
Implement	Percent Task Complete:		
	Objective Met:		5/6/2014
	Experience:		5/6/2014 The teachers have been given extensive training and support within the RTI model on data analysis and instructional modification to best increase student achievement. Teachers have also been supported and mentored towards a higher level of student engagement through the use of researched practices, such as those used in "Teach Like A Champion".
	Sustain:		5/6/2014 Teachers will need continued mentoring in both data analysis and student engagement strategies through regular involvement by the administrator in grade level meetings, classroom observations, and building RTI meetings.
	Evidence:		5/6/2014 School wide OAKS data reflects an overall growth in reading instruction. This is true with school wise easycbm data and additional summative assessments.
Indicator	**LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)**		

Indicator	(SIG)	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 04/27/2016
	Evidence:	Supported by human resources, all hiring is done at a district level and within a process that ensures the highest qualified employees.
Indicator	**LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)(SIG)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 04/27/2016
	Evidence:	Supported by human resources, all hiring is done at a district level within a process that ensures the highest qualified employees.
Indicator	**LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)**	
Status	**Objective Met** 6/15/2016 6/20/2016	
Assessment	Level of Development:	Initial: No development or Implementation 04/04/2013
		Objective Met - 06/15/2016 06/20/2016
		Will include in plan
	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:	This will be the role of the school's leadership and academic teams as well as the site council We will look review our goals and strategies in the SIP, review our data, and determine what changes need to be made to move the SIP forward to the next year.
Plan	Assigned to:	Amanda Plummer
	How it will look when fully met:	When fully implemented, the FOCUS team at Green Acres, will facilitate an annual evaluation of the implementation and results achieved by the school's improvement plan. The professional development and accountability to use data to inform our work will play a critical role in evaluating our implementation and results of all our school improvement efforts.
	Target Date:	06/30/2016
	Tasks:	

	1. The PBIS team will work with the districts' esd department to participate in an attendance audit. This will take place in September of 2015 to help guide the work of our attendance program and school improvement plan goals.	
	Assigned to:	PBIS team
	Added date:	06/05/2015
	Target Completion Date:	09/30/2015
	Comments:	Updated winter 2016

The team worked with the ESD in the fall and again throughout the year as we have developed a much more comprehensive attendance program. The ESD has supported us with documents, training, and conversation as we have progressed. |
| | Task Completed: | 04/07/2016 |

		2. Each leadership team (PBIS, Literacy, Math), at each monthly meeting, shall review their SIP and the data (relates directly to CAP related priorities and tasks) to determine next steps. End of the year review will occur as a culminating event for moving priorities forward to the next year's SIP development.
	Assigned to:	Sabrina Alexander
	Added date:	06/20/2016
	Target Completion Date:	06/24/2016
	Comments:	Updated evidence Spring 2016 Teams meet every month to review the SIP. There are three SIP's overseen by 4 teams; Building Literacy, Building math, and PBIS. All of these SIP's are monitored by the school leadership team as well. Every meeting, the team reviews data, inputed in the SIP, and the agreed upon action items for the year. For now, this work aligns with that in the CAP for focus school status. Teams narrate progress made and keep data up to date. This informs ongoing work each month and next steps at larger transitions such as benchmark periods and end of the year. The SIPs are a google document and are shared with the superintendent who also reviews them regularly.
	Task Completed:	06/10/2016
Implement	Percent Task Complete:	
	Objective Met:	6/15/2016 6/20/2016
	Experience:	6/15/2016 Teams are eager to participate in these meaningful conversations. The initial years in focus status were used to build the current teams and now those teams are glad to participate in the work of school-wide evaluation. 6/20/2016 Teams appreciated the organization of having a SIP that showed data, previous data, target data, and the SIP meat-goals and plans. Teams have worked together to keep the document current and alive by reviewing and discussing it on going.
	Sustain:	6/15/2016 The teams are finally becoming consistent enough to have dialogues over the course of a few years. There is a great deal of turn around which brings new energy but makes sustainability challenging. The teams are beginning to see less turnover though and they are more equipped to have these conversations. They can begin to do this more fully. 6/20/2016 It can be hard to be sure that conversations are being properly documented in the SIP. On occasion the admin has had to fill in the information after the meeting if we were so distracted by the conversation. It would be good to be sure the assigned note taker is really filling in the information during the meeting and keeping everything up to date.
	Evidence:	6/15/2016 We have a solid structure of leadership teams within the school: Leadership, PBIS, Building Literacy, Building Math and Site council. The teams work well together and are co-facilitated by the administrator and teacher leader. The participants are engaged in the work and accomplishing a great deal within school culture and instructional adjustments.

		6/20/2016 There are three living SIP's. In fact the model we created became the district SIP model, using google docs and making it easy for all to see the information and be current. We have three SIPs and they each have 4-6 sheets to best show current, past, and goal data and the action plans, coordinating task numbers, and on going progress. It is an excellent document.
Indicator	**LDR5.10 - School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)**	
Status	**Full Implementation**	
Assessment	Level of Development:	Initial: Full Implementation 04/27/2016
	Evidence:	The district uses Indistar to assess, both at the school and district level, for strong programs and systems.

TEAM	Priority Narrative	District and School Structure and Culture	Educator Effectiveness	Family and Community Involvement	Teaching and Learning
		DSC	EE	FC	TL
AVID **Leadership** **BLT: Literacy** **PLC**	**Priority 1: Strengthen student performance in literacy** **by:**Implementing school wide AVID with emphasis on strong writing instruction while strengthening Literacy Instruction and student performance by: Teaching the writing process by using explicit instruction and WICOR strategies to break the writing process into manageable stages Differentiating writing instruction through a multi-tiered instructional approach for all writers Focusing on catch up growth for all students below grade level in reading comprehension and reading fluency Giving feedback and support on instructional and engagement strategies used in whole and small group instruction Maintaining fidelity to district core curriculum and implementation of AVID strategies.		AVID/WICOR: 2.2: T(1-5) 2.3: T7 PD		4.4: T1, T2, T4, T5, T6, T7

TASK	Monitoring Literacy	Methods for Measuring Success:	Results/Evidence:
BLT (TL 4.4: T2) / (AVID E.1) The building literacy team will continue to meet and guide the ongoing work within the writing priority that has been established. Their work will draw from the K-12 Writing framework and be supported through PLCs. Vertical and horizontal alignment scope and sequence of writing across all content areas imbedding AVID - WICOR strategies.	Development, implementation, and monitoring of a school-wide Writing goal with action plan that is tied to the **CAP** priority. The writing performance tasks will be reviewed at the building and district level.	AVID Essential Rubrics AVID data sheets Vertical/horizontal alignment plan Formative common assessments Writing performance tasks results PLC minutes	Sept. 28th notes: Oct. - training new staff, and new to that grade level, on AVID and WICOR. Oct. 25th notes: We have had some staff trained in AVID, Ashlock, We have also adopted the curriculum map for scope and sequence for our school. We have also mapped out the writing projects. On journeys we have adopted the focus choices and for writing we have chosen two traits to focus on per month, per grade level. November 30th: Discussed grade level rubrics for writing.
(EE 2.2: T.1) / (AVID E.1) AVID/Leadership Team will create and refine individual AVID plans and AVID School Site Plan with emphasis on improving culture and instructional practices. (EE 2.3 T.7)/ (AVID E.3) Teachers will receive professional development for district initiatives including AVID summer institute and Pathways AVID training. The AVID/Leadership and Culture/PBiS team will plan and facilitate professional development at the school level.	Administration in conjunction with the Leadership/AVID will regularly review progress towards the 4 Essentials and AVID site plan including WICOR lesson plans.	ISS/CSS AVID Assessment School Wide AVID Site Plan PD Plan Agenda and Meeting Notes	Sept. 28th notes: Oct. - training new staff, and new to that grade level, on expectations, core material, and supplemental materials. Oct. 25th notes: We have had some staff trained in AVID, Ashlock, We have also adopted the curriculum map for scope and sequence for our school. We have also mapped out the writing projects. On journeys we have adopted the focus choices and for writing we have chosen two traits to focus on per month, per grade level Note: There are some staff members that are not fully trained in certain areas (AVID,

(TL 4.4: T6) / (AVID E.4) Staff will use district core curriculum and the following supplemental materials for differentiation: Staff working with grades 2-5 will utilize read naturally fluency program on a DAILY basis. Staff working with K-3 will implement ASHLOCK as trained by the district reps. 4th and 5th grade will implement Ashlock for multisyllabic word work. Outside the core math time, teachers will utilize Kim Sutton, Digging into Math, and computer based programs Do The Math, Dreambox, Khan Academy, Mountain Math, and Front Row as supplements for math support and to enhance the core curriculum as needed.			ashlock etc) because there were not subs to cover for that day Novemebr 30th: More staff has been trained in small group managment and phonics for reading. Staff will be attending an AVID training in January. Teachers are findinf it difficult to utilize read naturally on a daily basis.
(EE 2.2: T.2) / (AVID E.1) Staff will monitor, analyze, and summarize data from WICOR rubrics **three** times a year with AVID WICOR Spreadsheet to determine strengths and areas of growth for each student to inform instruction. AVID WICOR Spreadsheets will be shared electronically with AVID Team **three** times a year. Staff will electronically submit student artifacts and Grade Level Priorities Notes on a monthly basis to administration and the AVID team. (EE 2.2: T.3) / (AVID E.1) AVID/Leadership team will use AVID Essentials 1, AVID Essential 4, Grade Level Priorities notes, student artifacts, and WICOR data spreadsheets summaries from each grade level to guide professional development and inform instruction.They will also use book Teach Like a Champion as a tool for professional development to improve instructional practices and student engagement. (TL 4.4: T5) / (AVID E.4) Teachers will collaborate and create rigorous WICOR lesson plans based on district pacing guides implementing the core curriculum to increase student engagement and performance in literacy and math.	Staff will electronically submit lesson plans (for OFAST?) and student artifacts (for AVID?) on a monthly basis to the Leadership/AVID team.	Lesson Plans Student Artifacts Binders (4 AVID Essentials) Grade Level Priorities Notes Formative Assessment Grant	Sept. 28th notes: October: Clarify WICOR and AVID strategies for each specific grade level and have common posters for each grade to use (in order to have common language). Have a monthly book focus for TLAC that teams will focus on. Oct. 25th notes: Ordered posters for WICOR and AVID, but we are still working on putting them up in classrooms. Had a meeting to clarify WICOR strategies for each grade level (created posters) Created AVID binders, started to input sheets into each November 30th: Evidence of AVID is being collected in AVID binders and binders have been submitted once to the AVID team. Grade levels 1-5 have WICOR trackers in the classroom. Grade level teams are collaborating on WICOR lesson plans that support the core curriculum. Teachers are observing master teachers to support their own teaching of core curriculum.
(EE 2.2: T.4) / (AVID E.1) Grade level teams will use Grade Level Priorities notes to document and guide conversations around WICOR and AVID Essential 1. Grade Level Priorities will also be used to create a grade level AVID SMART goal and improve instruction. (DSC . 1.1:T1) / (E.2)Culture/PBiS team will use parent, staff and student input along with SWIS data to implement action steps to improve outcomes. Culture/PBiS Team will focus on AVID Essential 2 to improve culture at Green Acres through the implementation of improved communication, system improvements, professional development, and training for staff, students, and families.	Grade Level Priority Notes (PLC recording form) will be used to capture notes and outcomes during each PLC meeting. These will be electronically submitted to Leadership / AVID team and administration.	Grade Level Priorities Notes and PLC minutes	Sept. 28th notes: Oct: Getting a schedule for the W.O.W. wall and which skills to focus on and how the WOW wall works. Oct. 25th notes:

(TL 4.4: T4) / (AVID E.4) Staff will analyze student assessment data which includes computer assessments to determine areas of reading emphasis for whole group, small group, and interventions. Reading lesson plans will be implemented to target specific skills that students need to acquire for catch up growth. This will be a focus and will be discussed during weekly RtI meetings finding areas of strengths and areas for improvement.	Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings.	DATA: RtI data Formative common assessments Performance tasks Grade Level Priorities Notes PLC minutes MAPs.	Novemeber 30th: Teresa Lewellen is provding support and training on small group lesson plans.
(EE. 2.2: T4 /(AVID E.1) Grade level teams will use Grade Level Priorities notes to document and guide conversations around WICOR and AVID Essential 1. Grade Level Priorities will also be used to create a grade level AVIDSMART goal and improve instruction. (TL 4.4: T7) / (AVID E.4) Teachers will create ambitious grade level goals (SMART Goals) and review at All School Data Mtg. three times a year. Teachers will support students in developing and reflecting on student AVID SMART goals, communicating those goals to families and reviewing/adjusting those goals before and after each assessment period.	Each PLC will create a SMART goal. Using the STAR program, teachers will monitor and share AVID student growth goals in their PLC, and administration, will monitor student progress.	RtI data SBAC results STAR Assessments STAR progress monitoring probes STAR student growth goals MAPs	Oct. 25th Notes: Students have created SMART goals and they will be shared with parents and families at conferences. Had a parent meeting to talk about goals and share AVID strategies November: Student SMART goals were reviewed at conferences and will be reviewed before the next quarter.
(EE 2.2: T.5) / (AVID E.1) Staff along with literacy coach will continue to use an RtI literacy walk-through along with AVID protocol to provide feedback to staff on their implementation of explicit, systematic literacy instruction andlevels of student engagement. Protocols will be used consistently when observing instruction and levels of student engagement. The information gathered will be debriefed with the observed staff member.	Regular observations and feedback of the "Explicit Reading Instruction" and implementation of AVID strategies will be provided to all instructional staff.	Classroom Observations	
	Administrator will provide feedback to instructional staff based on student engagement levels during literacy instruction.	Explicit reading instruction observation data	

AVID LeadershipCulture/PBiS Attendance	**Priority 2: Strengthen PBIS systems and structures by:**Improving overall school attendance and strategically focusing on students and families with chronic absences, Refining multi-tiered behavior system for all levels, use of data to identify strategies, and to develop support plans for student who benefit from more structured behavior instruction and support, and Building a sustainable, positive culture for staff, students, and families through the development of a shared vision and implementation of actions that align with the vision.	Culture/PBiS:1.1: T (1-	2.2: T6 2.3: T7 PD	Site Council: 3.6: T1,T2	4.4: T5, T7

TASK	Monitoring Culture/PBiS	Methods for Measuring Success:	Results/Evidence:
(DSC1.2: T1) (E.2) Create a common vision/mission statement with stakeholders. (DSC1.2: T2) (E.2)Share vision and mission on agendas and staff/student handbooks.	The vision will be developed, shared, and known by all stakeholders. The vision will be visible on agendas and signage throughout the school.	All Staff AgendasSchool Web PageSchool Signa	Mission statement draft complete. Wil continue and finalize vision and mission statement in January.
(DSC1.1:T1) / (E.2). Culture/PBiS team will use parent, staff and student input along with SWIS data to implement action steps to improve outcomes. Culture/PBiS Team will focus on AVID Essential 2 to improve culture at Green Acres through the implementation of improved communication, system improvements, professional development, and training for staff, students, and families.	Development, implementation, and monitoring of a school-wide PBIS/Culture/Climate system goal with action plan that is tied to the CAP priority. SWIS data will be reviewed at the PBiS/Culture meetings and leadership team meetings. Actions will be taken and professional development will be planned and implemented to support students,staff ,and families.	Reflection and review of the SIP and identification of next steps by the Leadership Team Collection of SWIS data Review of Discipline Flow Chart and PBiS system.	Parent surveys conducted during October/November both in English and Spanish. 3 parent meetins held
(EE2.2: T6) / (E.2)Culture/PBiS team will lead professional development to improve culture and climate at GAC. Utilizing climate/culture book and AVID strategies.	Collect survey and/or feedback from students and staff. Included in each school-wide and leadership team meeting, time will be allocated for acknowledgements of staff and for communitybuildin g.	Survey data The SET and Benchmarks of Quality results Grizzly Gazette Dedicated Agenda Item 2nd Wed. of ea. Month	Monthly PD led by PBiS team
(TL4.4: T7) (E.4) 7. Teachers will create ambitious grade levelgoals (SMART Goals) and review at All School Data Mtg. four times a year. Teachers will support students in developing and reflecting on student AVID SMART goals, communicating those goals to families and reviewing/adjusting those goals before and after each assessment period.	Grade Level Priority Notes (PLC recording form) will be used tocapture notes and outcomes during each PLC meeting.	Grade Level Priorities Notes	Goals created and reviewed
(DSC1.1 T2) / (E.2,4)Teachers collect and analyze classroom behavior data and determine students in need of additional support and discuss with grade level team. (Level 1) Teachers bring identified student data to monthly RTI meeting and determines students in need of Yellow Zone interventions (CICO, safety plan, and behavior intervention plan) and reviews data monthly. (Level 2) Behavior Team meets weekly to review SWiS data for strategic and intensive students (yellow/red zone) to monitor and adjust plans and communicate with teachers, students and families. Behavior Team determines students in need for Intensive support (Formal Behavior Assessments and Behavior Support Plans; adjusted schedules/placement).(Level 3)	Administrator and behavior team will review SWIS data, behaviorgoals, plans and/or strategies during grade level behavior RtI meetings. Preventive actions will be put into place to support students and staff.	Recording and monthly monitoring of behavior and attendance on the SIP Professional Development and Training implemented based on data review Behavior Intervention Plans and Behavior Support Plans	(FC 3.6 T1 /AVID E. 2) Will develop a site council team to review school priorities and initiatives and meet quarterly.
(DSC1.1: T3) / (E.2) Staff will celebrate student growth and success concerning behavior and attendance. Culture Team will work with benchmarks to determine regular incentive activities for all students. i.e.*Rewards for ClassDojo points *Grizzle Greats *BINGO *Family nights *Student store *Student of the month: Academic and Citizenship awards *Virtue winners of the week *Grizzle Golds *Mathletes *Strong Attendance Awards *Token Parties." (DSC1.1: T4) / (E. 2) Students create and share motivational messages with their buddy room before benchmark/state testing.	Celebrations will be documented throughout the year and listed in our HASD next year. Keep a record of incentives for both staff and students.	Celebration documentation Grade Level Incentives/School Wide Incentives List	3 family drawings for Class Dojo sign ups, families won a Kindle, teachers and parents communicate through Class Dojo daily, classes have earned TokenParties, Awards for Citizenship given at assemblies, Math Awards are annouced, Classes earn Rewards for Class Attendance (Class Pictures, French Fies, ect,)

(EE2.3: T7PD) / (E.3) Teachers will receive professional development for district initiatives including AVID summer institute and Pathways AVID training. The AVID/Leadership and Culture/PBiS team will plan and facilitate professional development at the school level.	Minutes and agendas will be shared and we will also maintain our yearly google and hard copy calendar for all staff members to reference.	Meeting(s) Minutes and Agenda kept in electronic files	After Jan. 95% of staff will be trained in AVID through SI and Pathways training.	
(FC3,6: T1) (E. 2) Will develop a site council team to review school priorities and initiatives and meet quarterly.	There will be a record kept of all family involvement activities.	List of family involvement activities	Site council voting planned for November in junction with PTA voting.	
(FC3,6: T2) (E. 2) The Culture/PBIS team, attendance team, and site council will work with families to promote positive climate and strong attendance. A plan will be developed, implemented, and evaluated on a monthly basis				

AVID Leadership**BMT: Math**	**Priority 3: Strengthen student performance in math by:**Administering and analyzing common formative assessments through the PLC process in order to plan and implement effective core math instruction (tier I). Develop and systematically implement an RtI model for addressing student learning needs at tiers II & III. Maintaining focus on fidelity to the core with a strong emphasis on student engagement during whole group instruction with use of WICOR strategies.		2.2: T7 2.3: T7 PD	~~Site Council:~~ ~~3.6: T1~~	4.4: T3, T5, T6, T7

TASK	Monitoring Math	Methods for Measuring Success:	Results/Evidence:
(EE2.3: T7) / (E.3) Teachers will receive professional development for district initiatives including AVID summer institute and Pathways AVID training. The AVID/Leadership and Culture/PBiS team will plan WICOR lesson plans	Administration in conjunction with the Leadership/AVID will regularly review progress towards the 4 Essentials and AVID site plan including WICOR lesson plans	ISS/CSS AVID Assessment School Wide AVID Site Plan	Sept. 28th notes: Oct. Minutes from AVID/Leadership and PBIS/Culture teams
(TL4.4: T3) (E.4) Staff will use district math core curriculum, formative and summative data to drive the RtI system to create small group intervention within the classroom to meet the needs of students. PLC work with emphasis on inquiry and writing will enhance math instruction.	Staff will electronically submit student artifacts and Grade Level Priority Notes on a monthly basis to the Leadership/AVID team.	Student Artifacts Binders (4 AVID Essentials) Grade Level Priorities Notes	Sept. 28th notes: Oct. AVID Binders - monthly collections to Emily Oct. 25th notes: K-assessment packet - some growth, difficulty with #s
(EE2,2L T7) (E.1) All students will have access to 60 minutes of whole group math instruction and 30 minutes of small group math instruction each day. Students will participate in Dreambox and/or Do the Math in addition to targeted instruction from a teacher or instructional assistant. Student instruction will be based on progress monitoring and the use of a building wide math screening process.	Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings. Grade Level Priority Notes (PLC recording form) will be used to capture notes and outcomes during each PLC meeting. These will be electronically submitted to Leadership / AVID team and administration.	DATA: Formative common assessments Performance tasks In-program module assessments in EngageNY Exit tickets Grade Level Priorities Notes	Sept. 28th notes: Oct. See methods for measuring success and data Oct. 25th notes: Top interventions: exit tickets, dreambox, math facts Nov 30th: STAR for progress monitoring, mixed results on using the data
(TL4.4: T7) (E.4) Teachers will create ambitious grade level goals (SMART Goals) and review at All School Data Mtg. four times a year. Teachers will support students in developing and reflecting on student AVID SMART goals, communicating those goals to families and reviewing/adjusting those goals before and after each assessment period.	Each PLC will create a SMART goal. Using assessment data, teachers will monitor and share student growth goals in their PLC, and administration, will monitor student progress.	STAR AssessmentsSTAR progress monitoring	Sept. 28th notes: Oct. Smart Goals-due Oct 15, grade level teams meet with Principal Student goals-PD on Oct 15, math and literacy goals Data from assessments-STAR training for using data for grouping and lesson planning and interventions-Sept. 21, and Sept. 14

(TL4.4: T6) / (E.4) Staff will use district core curriculum and the following supplemental materials for differentiation: Outside the core math time, teachers will utilize Kim Sutton, Digging into Math, and computer based programs Do The Math, Dreambox, Khan Academy, Mountain Math, Zearn.com and Front Row as supplements for math support and to enhance the core curriculum as needed.	Review data from Dreambox and other intervention programs.	Dreambox, Front Row data	Sept. 28th notes: K - Mountain math with a goal of daily, Dreambox 30 min/week 1- Dreambox 15 min/day 2 - Dreambox 30/week, Frontrow and Khan Academy 3 - Dreambox 25 min/day 4 - Dreambox 60-90 min/week
(TL4,4: T5) / (E.4) Teachers will collaborate and create rigorous WICOR lesson plans based on district pacing guides implementing the core curriculum to increase student engagement and performance in literacy and math.	Administrator will provide feedback to instructional staff based on the students engagement levels during math instruction. Regular observations and feedback of implementation of AVID strategies will be provided to all instructional staff.	Classroom Observations	Sept. 28th notes: Lesson plans Oct. 25th notes:
Teachers endeavor to inspire and instill in students growth mindset and positive attitudes towards math.	Informal observation Discussion and notes from PLC teams	MathletesMath BeesMath and Science Olympic	Sept. 28th notes: Mathletes - 9/30/16

SCHOOL IMPROVEMENT LITERACY GOAL Green Acres 2016-2017 Updated July 15, 2016

2015-16 SBAC Performance	Level	Percent at Level 3/4	Median Growth	2016-17	Level	Percent at Level 3/4	Growth Target
Academic Achievement	2			Academic Achievement	3		
Academic Growth	2		41%ile	Academic Growth	3		50%ile
Academic Achievement:All	2	36.6%32%8.3%26.9%41.9%		Academic Achievement:All	3	40%40%37%25%35%45%	
Student Group Growth:Econ	2		41%ile	Student Group Growth:Econ	3		

Student Performance Data - STAR (by Percentage) / Grade Level Growth Goals / Targets

		% At/Above BM			% On Watch			% Intervention			% Urgent			% BM		% On Watch		% Intervention		% Urgent	
		Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Win	Spr	Win	Spr	Win	Spr	Win	Spr
K		6			14			27			53			15		20		35		30	
1		35			13			19			33			50		15		15		20	
2		42			16			26			16			65		13		11		11	
3		38			12			10			40			50		20		10		20	
4		31			17			23			29			50		25		10		15	
5		34			17			32			17			50		30		10		10	

Desired percentages: Benchmark_ 80%, On watch: 10%, Intervention – 5%, Urgent – 5%

Student Performance Data - STAR (Amount of Students) / Grade Level Growth Goals / Targets (Amount of Students)

		# At/Above BM			# On Watch			# Intervention			# Urgent			# BM		# On Watch		# Intervention		# Urgent	
		Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Win	Spr	Win	Spr	Win	Spr	Win	Spr
K		3			7			13			26			7		10		17		15	
1		15			5			7			14			21		6		6		8	
2		14			5			9			6			22		4		4		4	
3		18			7			5			19			24		10		5		10	
4		16			9			12			15			26		13		5		8	
5		18			10			16			9			27		16		5		5	

SCHOOL IMPROVEMENT MATH GOAL Green Acres 2016-2017 Updated July 15, 2016

2015-16 SBAC	Level	Percent at Level 3/4	Median Growth	2016-17	Level	Percent at Level 3/4	Growth Target
Academic Achievement	3			Academic Achievement	4		
Academic Growth	3		46%ile	Academic Growth	4		60%ile
Academic Achievement:All	3	6.1%37.5%NR23.1%41.2%		Academic Achievement:All	4		
Student Group Growth:Econ	3		46%ile	Student Group	4		0%ile65%ile45%ile45%ile55%ile

Student Performance Data - STAR (By Percentage)

	% At/Above BM Fall	Win	Spr	% On Watch Fall	Win	Spr	% Intervention Fall	Win	Spr	% Urgent Fall	Win	Spr
K												
1	53			11			26			11		
2	57			9			7			27		
3	40			19			21			19		
4	53			9			21			17		
5	44			17			17			17		

Grade Level Growth Goals / Targets (By percentage)

	% BM Win	Spr	% On Watch Win	Spr	% Intervention Win	Spr	% Urgent Win	Spr
K	15		20		35		30	
1	65		15		10		10	
2	70		5		5		20	
3	70		10		10		10	
4	65		13		12		10	
5	55		18		15		12	

Desired percentages: Benchmark_ 80%, On watch: 10%, Intervention – 5%, Urgent – 5%

Student Performance Data - STAR (Amount of Students)

	% At/Above BM Fall	Win	Spr	% On Watch Fall	Win	Spr	% Intervention Fall	Win	Spr	% Urgent Fall	Win	Spr
K												
1	21			4			11			5		
2	24			3			3			10		
3	18			9			11			8		
4	28			5			11			9		
5	24			9			9			11		

Grade Level Growth Goals / Targets (Amount of Students)

	% BM Win	Spr	% On Watch Win	Spr	% Intervention Win	Spr	% Urgent Win	Spr
K								
1	27		6		4		4	
2	28		2		2		8	
3	34		5		5		5	
4	34		7		6		5	
5	29		10		8		6	

2016-2017 HASD PREP WORKSHEET - GREEN ACRES

Describe the _top priority_, with regards to the school's improvement plan, for the 2016-2017 school year.
Strengthen student performance in literacy by:
1. Implementing school-wide AVID with emphasis on strong writing instruction and Literacy instruction.
2. Teaching the writing process by using explicit instruction and WICOR strategies to break the writing process into manageable stages
3. Differentiating writing instruction through a multi-tiered instructional approach for all writers
4. Focusing on catch up growth for all students below grade level in reading comprehension and reading fluency
5. Giving feedback and support on instructional and engagement strategies used in whole and small group instruction
6. Maintaining fidelity to district core curriculum and implementation of AVID strategies.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

DSC:
EE: 2.2 Tasks 1-5; 2.3 Task 7
FC:
TL: 4.4 Tasks 1, 2, 4, 5, 6, 7
LDR:

Describe how you will monitor the implementation of this priority?

TL 4.4, T2; AVID E.1
Development, implementation, and monitoring of a school-wide Writing goal with action plan that is tied to the CAP priority.

EE 2.2: T.1; AVID E.1, EE 2.3 T.7; AVID E.3); TL 4.4: T6; AVID E.4
Administration in conjunction with the Leadership/AVID will regularly review progress towards the 4 Essentials and AVID site plan including WICOR lesson plans.

EE 2.2: T.2; AVID E.1; EE 2.2, T.3; AVID E.1, TL 4.4, T5, AVID E.4
Staff will electronically submit lesson plans and student artifacts on a monthly basis to the Leadership/AVID team.

EE 2.2, T.4; AVID E.1; EE 2.2, T.4; AVID E.1

Grade Level Priority Notes (PLC recording form) will be used to capture notes and outcomes during each PLC meeting. These will be electronically submitted to Leadership / AVID team and administration.
TL 4.4, T4; AVID E.4
Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings.

EE. 2.2, T4, AVID E.1; TL 4.4, T7; AVID E.4
Each PLC will create a SMART goal. Using the STAR program, teachers will monitor and share student growth goals in their PLC, and administration, will monitor student progress.

EE 2.2, T.5; AVID E.1
Regular observations and feedback of the "Explicit Reading Instruction" and implementation of AVID strategies will be provided to all instructional staff.

EE 2.2, T.5; AVID E.1
Administrator will provide feedback to instructional staff based on the students engagement levels during literacy instruction.

TL 4.4: T2; AVID E.1
The writing performance tasks will be reviewed at the building and district level.

Describe how you will measure or determine the success of this priority?
We have a School Improvement Plan (SIP) that includes performance goals and targets using SBAC and STAR. In our SIP we have action details, resources, timelines, and periodic checks to measure progress. The SIP fully aligns with the CAP tasks. Additionally, teachers created SMART goals and have guided students through the process of creating their own academic growth goals for winter.

We will use the following data and tools to measure the success of our priority in ELA:

- RtI data
- SBAC results
- STAR Assessments
- STAR progress monitoring probes
- STAR student growth goals
- MAPs
- Classroom Observations
- Explicit reading instruction observation data
- Formative common assessments
- Writing performance tasks results
- PLC minutes / Grade Level Priority Notes
- Explicit reading instruction observation data
- MAPs

- AVID Essential Rubrics
- AVID data sheets
- Vertical/horizontal alignment
- Lesson Plans
- Student Artifacts Binders (4 AVID essentials)
- Performance Task
- Grade Level Priorities Notes/PLC Minutes

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

Priorities
Describe the _second priority_, with regards to the school's improvement plan, for the 2016-2017 school year.
Strengthen PBIS systems and structures by:
1. Improving overall school attendance and strategically focusing on students and families with chronic absences,
2. Refining multi-tiered behavior system for all levels, use of data to identify strategies, and to develop support plans for student who benefit from more structured behavior instruction and support, and
3. Building a sustainable, positive culture for staff, students, and families through the development of a shared vision and implementation of actions that align with the vision.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

    DSC: 1.1 Tasks 1-4; 1.2 Tasks 1 and 2
    EE: 2.2 Task 6; 2.3 Task 7
    FC: 3.6 Tasks 1 and 2
    TL: 4.4 Tasks 5 and 7
    LDR:

Describe how you will monitor the implementation of this priority?
DSC1.2, T1; E.2; DSC1.2, T2; E.2
The vision will be developed, shared, and known by all stakeholders. The vision will be visible on agendas and signage throughout the school.

DSC1.1, T1; E.2
Development, implementation, and monitoring of a school-wide PBIS/Culture/Climate system goal with action plan that is tied to the CAP priority.

DSC1.1, T3; E.2
Keep a record of incentives for both staff and students.

EE2.2, T6; E.2
Collect survey and/or feedback from students and staff.

TL4.4, T7; E.4
Grade Level Priority Notes (PLC recording form) will be used to capture notes and outcomes during each PLC meeting.

DSC1.1, T2; E.2,4
Administrator and behavior team will review SWIS data, behavior goals, plans and/or strategies during grade level behavior RtI meetings. Preventive actions will be put into place to support students and staff.

DSC1.1, T1; E.2
SWIS data will be reviewed at the PBiS/Culture meetings and leadership team meetings. Actions will be taken and professional development will be planned and implemented to support students, staff, and families.

DSC1.1, T3; E.2
Celebrations will be documented throughout the year and listed in our HASD next year.

DSC1.1, T3; E.2
Keep a record of incentives for both staff and students.

EE2.2: T6; E.2
Included in each school-wide and leadership team meeting time will be allocated for acknowledgements of staff and for community building.

EE2.3, T7PD; E.3
Minutes and agendas will be shared and we will also maintain our yearly google and hard copy calendar for all staff members to reference.

FC3,6, T1; E. 2; FC3.6, T2; E.2
There will be a record of all family involvement activities.

Describe how you will measure or determine the success of this priority? We have a School Improvement Plan (SIP) that tracks behavior and attendance using SWIS and SIS. In our SIP we have action details, resources, timelines, and periodic checks to measure progress. The SIP fully aligns with the CAP tasks. Additionally, teachers have guided students through the process of creating their own behavior growth goals for winter.

We will use the following data and tools to measure the success of our priority in PBIS:

- Survey data
- Recording and monthly monitoring of behavior and attendance on the SIP
- Reflection and review of the SIP and identification of next steps by the Leadership Team.
- SWIS data
- The SET and Benchmarks of Quality results
- Celebration documentation
- List of family involvement activities
- Grade Level Priorities Notes
- Meeting(s) Minutes and Agenda
- Review of Discipline Flow Chart and PBiS system.
- Professional Development and Training implemented based on data review
- Behavior Intervention Plans and Behavior Support Plans

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

Priorities
Describe the _third priority_, with regards to the school's improvement plan, for the 2016-2017 school year.
Strengthen student performance in math by:
1. Administering and analyzing common formative assessments through the PLC process in order to plan and implement effective core math instruction (tier I).
2. Implementing an RtI model for addressing student learning needs at tiers II & III.
3. Maintaining focus on fidelity to the core with a strong emphasis on student engagement during whole group instruction with use of WICOR strategies.

Where, in the CAP, will we see tasks to support the priority? (List corresponding indicators as needed.)

     DSC:
     EE:
     FC: 3.6 Task 1
     TL: 4.4 Task 3, 5, 6, and 7
     LDR:

Describe how you will monitor the implementation of this priority?
EE2.3, T7; E.3
Administration in conjunction with the Leadership/AVID will regularly review progress towards the 4 Essentials and AVID site plan including WICOR lesson plans.

EE2.3, T7; E.3

The AVID Site Plan will be reviewed as a standing agenda item at each Leadership/AVID meeting.

TL4.4, T3; E.4
Staff will electronically submit student artifacts and Grade Level Priority Notes on a monthly basis to the Leadership/AVID team.

EE2.2, T7; E.1
Grade Level Priority Notes (PLC recording form) will be used to capture notes and outcomes during each PLC meeting. These will be electronically submitted to Leadership / AVID team and administration.

EE2.2, T7; E.1
Administrator and Leadership/AVID teams will review student performance data discussed at grade level PLC meetings

TL4.4, T7; E.4
Each PLC will create a SMART goal. Using the STAR program, teachers will monitor and share student growth goals in their PLC, and administration, will monitor student progress.

TL4.4, T6; E.4
Review the data provided by Dreambox and other intervention programs.

TL4,4;T5; E.4
Regular observations and feedback of implementation of AVID strategies will be provided to all instructional staff.

TL4,4, T5; E.4
Administrator will provide feedback to instructional staff based on the students engagement levels during math instruction.

Describe how you will measure or determine the success of this priority?
We have a School Improvement Plan (SIP) that includes performance goals and targets for SBAC and STAR. In our SIP we have action details, resources, timelines, and periodic checks to measure progress. The SIP fully aligns with the CAP tasks. Additionally, teachers created SMART goals and have guided students through the process of creating their own academic growth goals for winter.

We will use the following data and tools to measure the success of our priority in math:
- STAR Assessments
- STAR progress monitoring probes
- STAR student growth goals
- Formative common assessments
- Performance tasks

- In-program module assessments in EngageNY
- Exit tickets
- Grade Level Priorities Notes and PLC minutes
- Dreambox, Front Row, and XtraMath data
- Do-the-Math data.
- MAPs.

OPTIONAL: Provide any additional insight or details pertaining to this priority in space provided below.

o   students in grades K through 2   ___35%_____
o   students in grades 3 and above   ____15%____
o   all students   _____24%___

Use the space below to include any additional comments or notes pertaining to the READING data.

Kindergarten students enter Green Acres with large percentage needing significant intervention. Only 6% of them assessed at benchmark in the fall. This low percentage impacts the fall assessment results for the K-2 band. This year the school district moved from easyCBM to the STAR Assessment Program. The test is administered differently than in the past and teachers and leadership are learning how to use and interpret the results.

Last fall 35% of students entered Green Acres at benchmark levels in reading in the fall, according to easyCBM.

This fall's reading benchmark breakdown by grade level:
K=6%; 1st=36%; 2nd=42%; 3rd=36%; 4th=31%; 5th=33%

Math

·   As determined by your assessment system, what is the percentage of students, at benchmark at this time of year for:
o   students in grades K through 2   ___53%_____
o   students in grades 3 and above   ___46%____
o   all students   ___49%____

·   What is the percentage of students receiving interventions (occurring outside of and in addition to core instruction) at this time of year for:
o   students in grades K through 2   __25%_____
o   students in grades 3 and above   _____35%___

Use the space below to include any additional comments or notes pertaining to the MATH data.
Kindergarten students are not assessed in the fall for math. This year the school district moved from easyCBM to the STAR Assessment Program. Teachers and leadership are learning how to use and interpret the results.

Last fall 32% of students entered Green Acres at benchmark levels in math in the fall, according to easyCBM.

This fall's math benchmark breakdown by grade level:
1st=50%; 2nd=57%; 3rd=40%; 4th=53%; 5th=45%

Last year Title served students in math. This year there are not enough resources to serve both reading and math. Teachers are providing in-class interventions for students during their 90 minutes of math instruction (60 minutes whole group and 30 minutes of small group). Teachers self-reported how many students they were intervening with on a daily basis.

Green Acres Leadership Teams 2016-2017
(revised 9/12/16)

Teams are asked to update meeting notes electronically. They are also asked to print and post them on the bulletin board outside of the staff bathroom on a monthly basis. The staff bulletin board will be an additional resource for communication between staff and teams. Staff are asked to review team meeting notes on a regular basis.

- **The First Wednesday of the month**:
  - 12:45-2:30 Grade Level PLC. Upload **Grade Level Priorities Notes** to team folders in Google.
  - 12:45-2:30 Classified PD
  - 2:30-3:30 Teacher Prep time / Classified Check In
- **The Second Wednesday of the month (All staff present)**:
  - 12:45-1:15 Staff Meeting/Recognition
  - 1:15-2:00 AVID Culture/PBiS PD
  - 2:00-3:30 AVID/Leadership WICOR PD
- **The Third Wednesday of the month**:
  - 12:45-1:45 Teacher Prep / Classified Check In
  - 2:00-3:30 District Early Release
- **The Fourth Wednesday of the month**:
  - 12:45-1:45 BMT/BLT Meetings - Update notes
  - 1:45-3:00 Grade Level PLC - Upload **Grade Level Priorities Notes** to team folders in Google.
  - 2:45-3:30 Staff Share Out

Team	Members	Meeting Time
**AVID / Leadership Team (Music Room) *AVID Trained:* *Natalia, Emily, Ashley, Sarah Y., Martha, Kellie B., Sara H., Teresa, Liz, Bree, Vickie, Yesenia, Kelly U.*	*Amanda*,* **Natalia, Emily, Ashley, Sarah, Kelly U., Kellie, Tammy, Martha, Vickie, Linda, Jacque, Bree, Yesenia, Sonya** ● Review Indistar and School Improvement Plans 4x a yr. ● Increase engagement through WICOR strategies ● Review data, look for trends, AVID PD ● School-wide data mtg 3x a year-analyze & present ● Prepare for testing/motivational strategies (STAR, EasyCBM, MAP, SBAC, OAKS) ● Ensure all decisions are aligned to a common mission	First Tues. Planning-Work 2:45-3:30 Second Tues. Work Session: 2:45-3:30 Third Tues Once a Quarter (SIP/Indistar) 2:45-4:30
**Culture / PBiS (Behavior, attendance) (Ashley's Room)	*Ashley*,/Natalia (Data and District SWIS meetings)*,* **Ashleigh, Kelly U., Sara, Jaime, Teresa, Liz, Martha, Taiah, Paige, Eleanor, Stacey, Yesenia, Molly** ● Review data monthly ● School-wide data mtg 3x a year-analyze & present ● Encourage/Promote family involvement, student leadership ● Plan activities to improve attendance ● Promote positive school climate based on growth mindset ● Spirit week ● Ivy League ● 5th grade Leadership/ student council	Second Tues. Work Session: 2:45-3:30 Fourth Tues. Planning- Work: 2:45-3:30
**Building Literacy Team (BLT) (Vickie's Room)	*Vickie*,* **Jacque, Linda, Natalia, Ashley, Ashleigh, Teresa, Kelly B., Jaime, Bree, Molly** ● Review data, look for trends, suggest interventions and PD ● School-wide data mtg 3x a year-analyze & present ● Preparing for testing/motivational strategies (STAR, EasyCBM, MAP, SBAC, OAKS) ● Spring Literacy Night, K-2 and 3-5 Lit Nights	Fourth Wednesday

	● Read-Ins and Book Walk	
Building Math Team (BMT) (Emily's Room)	*Emily*,* Liz, Sarah, Kelly U., Sara, Tammy, Sonya ● Review data, look for trends, suggest interventions and PD ● School-wide data mtg 3x a year-analyze & present ● Preparing for testing/motivational strategies (STAR, EasyCBM, MAP, SBAC, OAKS) ● Math and Science Olympics ● Math Bees and Mathletes ● STEM Jog-a-thon	Fourth Wednesday
Level II (Academic: Vickie's Rm) (Behavior: Amanda's office)	**Academic: *Vickie*,* Linda, Martha, All Staff (based on need)** **Pre-RtI Meeting: Vickie, Amanda** **Behavior: *Amanda*,* Taiah, Martha, All staff** ● Support new staff in training RTI protocol, document process, review with grade level teams both academic and behavior ● Red Zone Meetings: Martha, Amanda, Taiah 8:30 every Monday	2:45-3:30 Mondays (Academic) Wednesday 9:50 Behavior: During extra common PLC PREP every 6 wks
TAG	*Julie*,* **Amanda, Jeanie** ● Manage TAG paperwork, assist staff with ideas to support TAG students, communicate with district on TAG opportunities	As Needed
**Attendance (Amanda's Office)	*Julie*,* **Anne P., Martha, Amanda** ● Analyze monthly attendance data, plan activities to improve attendance, report to staff	Thursday (bi-weekly) 9:00AM
**Safety (Amanda's Office)	*Becky*,* **Amanda, Donna, Breanna, Evelyn** ● Ensure safety procedures are being documented and met, complete paperwork as needed	Second Wednesday 8:30AM
** PTC (Music Room)	**Amanda, Julie, certified:_____** ● Partner with Title and AVID team to enhance family involvement and communicate school needs	Third Thursday 5:30-6:30PM
**Site Council (Music Room)	**Amanda, Julie, certified:_____** ● Share with community the vision, needs, and results of various teams. ● Follow site council requirements	Third Thursday 5:00-5:30PM
Technology / Assembly **(_____)	*Paige*, Jeanie*,* **Janet, Ashley** ● Staff technology support ● Discuss student leadership technology opportunities ● Preparing for testing/motivation strategies (STAR, EasyCBM, MAP, SBAC, OAKS) Generate testing schedule ● Organize monthly assemblies and report to staff	As Needed
**Hospitality	*Sara*/Paige*,* **Anna, Jacque, Ashleigh, Amy** ● Planning staff celebrations, supporting staff through life events with cards/flowers, birthday cake celebrations, staff utensils and plates.	As Needed

Green Acres Site Team Calendar - Year Long PD Plan

Vertical Alignment Data:

What patterns do we see?

How can we improve at each level? Rigor?

Identify WICOR strategies.

Is it visible?

Can student articulate success criteria?

August

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
		AVID - Trainings (Site Plan/Individual Plans, PD plan, Meeting schedule,				
8/14		8/15 Leadership/AVID Team Meeting Boulder Falls 8-1pm				
8/21		7:30 am Breakfast		Techer PREP/ PAX Training	Teacher PREP	
8/28			First day of School Quick Check in	12:50-1:30 Staff Check -in		

September

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
9/4	PLC	AVID Instructional Focus - Plan PD:		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/	STAR Training 1	
9/11	PLC	All Site Team - District AVID meetings	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In	5-5:30 Site	
9/18	PLC			12:45-1:45: 1 hour Teacher PREP/Classified Check In		
9/25	PLC	Data Review (Grade Level, Site,	Focus Culture: Plan PD	12:45-1:45 BMT/BLT Mtgs - Upload Notes		

October

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
10/2	PLC	AVID Instructional Focus - ISS -		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/		
10/9	PLC	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:45 Staff Recognition/Check In	5-5:30 Site	
10/16	PLC	2:45-4:30 Leadership/AVID SIP/Indista		12:45-1:45: 1 hour Teacher PREP/Classified Check In		
10/23	PLC		Culture/PBiS Planning Meeting 2:45 -	12:45-1:45 BMT/BLT Mtgs - Upload Notes		
10/30	Prep	Parent Conference	Parent Conferences	Parent Conferences		

November

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
11/6	PLC	AVID Instructional Focus - Interactive		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/		
11/13	PLC	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In	5-5:30 Site	
11/20	PLC			12:45-1:45: 1 hour Teacher PREP/Classified Check In		
11/27	PLC		Culture/PBiS Planning Meeting 2:45 -	12:45-1:45 BMT/BLT Mtgs - Upload Notes		

December

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
12/4	PLC	AVID Instructional Focus -		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/		
12/11	PLC	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:45 AVID PD ISS Completion by Team - Review	5-5:30 Site	

January

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
1/1	No School	AVID Instructional Focus - Interactive		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/		
1/8	PLC	All Site Team - District AVID	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In	5-5:30 Site	
1/15	No School	2:45-4:30 Leadership/AVID SIP/Indista		12:45-1:45: 1 hour Teacher PREP/Classified Check In		
1/22	PLC RtI Level II - 5		Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus):	12:45-1:45 BMT/BLT Mtgs - Upload Notes 1:45-2:45 PLC (1 hour) 2:45-3:30 Staff Mtg	Teacher Prep	Teacher Prep

February

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
1/29	PLC RtI Level II - 4	AVID Instructional Focus - Interactive Notebook - Collaboration		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/ Classified PD 2:30-3:30: 1 hour Teacher PREP/Classified Check In		
2/5	PLC RtI Level II - 3	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In 1:15-2:45 AVID PD 2-3 Column Notes/Collaboration led by ____ 2:45 to 3:30 Culture Focus ____ led by ___	5-5:30 Site Council 5:30-6:30 PTC	
2/12	PLC RtI Level II - 2			12:45-1:45: 1 hour Teacher PREP/Classified Check In 2:00-3:30: District ER		
2/19	No School		Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus):	12:45-1:45 BMT/BLT Mtgs - Upload Notes 1:45-2:45 PLC (1 hour) 2:45-3:30 Staff Mtg		

Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
			March			
2/26	PLC RtI Level II - 1	AVID Instructional Focus - CSS and Goal Setting		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/ Classified PD 2:30-3:30: 1 hour Teacher PREP/Classified Check In		
3/5	PLC RtI Level II - K	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In 1:15-3:30 AVID PD CSS Completion by Team - Review of Evidence	5-5:30 Site Council 5:30-6:30 PTC	
3/12	PLC RtI Level II - 5			12:45-1:45: 1 hour Teacher PREP/Classified Check In 2:00-3:30: District ER		
3/19	PLC RtI Level II - 4		Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus):	12:45-1:45 BMT/BLT Mtgs - Upload Notes 1:45-2:45 PLC (1 hour) 2:45-3:30 Staff Mtg		
			April			
Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
4/2	PLC RtI Level II - 3	AVID Instructional Focus - Interactive Notebook - Reading Strategies		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/ Classified PD 2:30-3:30: 1 hour Teacher PREP/Classified Check In		Teacher Prep
4/9	Prep	District AVID Coordinators Meeting	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In 1:15-2:45 AVID PD 2-3 Column Notes:_____ led by ____ 2:45 to 3:30 Culture Focus _____ led by ___	5-5:30 Site Council 5:30-6:30 PTC	
4/16	PLC RtI Level II - 2			12:45-1:45: 1 hour Teacher PREP/Classified Check In 2:00-3:30: District ER		
4/23	PLC RtI Level II - 1		Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus):	12:45-1:45 BMT/BLT Mtgs - Upload Notes 1:45-2:45 PLC (1 hour) 2:45-3:30 Staff Mtg		
			May			
Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
4/30	PLC RtI Level II - K	AVID Instructional Focus - Interactive Notebook - Costa's Level of Questioning		12:45-2:30 PLC (1.5 hours) - Grade Level PLC Form/ Classified PD 2:30-3:30: 1 hour Teacher PREP/Classified Check In		
5/7	PLC RtI Level II - 4/5	All Site Team - District AVID meetings	AVID/Culture Worksession	12:45-1:15 Staff Recognition/Check In 1:15-2:45 AVID PD 2-3 Column Notes:_____ led by ____ 2:45 to 3:30 Culture Focus _____ led by ___	5-5:30 Site Council 5:30-6:30 PTC	
5/14	PLC RtI Level II - 2/3	2:45-4:30 Leadership/AVID SIP/Indista Data Review Meeting Once a Quarter (Focus)		12:45-1:45: 1 hour Teacher PREP/Classified Check In 2:00-3:30: District ER		
5/21	PLC RtI Level II - K/1		Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus):	12:45-1:45 BMT/BLT Mtgs - Upload Notes 1:45-2:45 PLC (1 hour) 2:45-3:30 Staff Mtg		
			June			
Date	Monday	Tuesday/AVID	Tuesday/Culture/PBIS	Wednesday	Thursday	Friday
5/28	No School	AVID Focus - Assessment				
6/4	No Mtg	District AVID Coordinators Meeting	Culture/PBiS Planning Meeting 2:45 - 4:30 (Focus): Next Year	End of the Year Celebration/Recognition		Teacher Prep

Timeline	Tasks:	Member Responsible	Date Completed
Evals.	❏ Leadership Teams ❏ Lesson Plans (WICOR, Equity grouping, Differentiation) ❏ Class Matrix/Expectations ❏ Schedule ❏ WICOR Lessons (Whole group and small group) ❏ AVID weekly ❏ Classroom Culture Activities ❏ AVID Walkthrough Tool	Admin. and Teachers	

Site Team Meeting Links	❏ Sign-in Sheet
	❏ Running Agenda/Notes (Roles, Mission/Vision, Norms)
	  ❏ Discuss implementation, celebrate successes, identify roadblocks and solutions.
	❏ AVID Site Plan
	❏ Indistar/Site Priorities
	    ❏ Site Priorities
	❏ Site Team Calendar - PD Plan
	❏ Update Communication Tools Plan (Newsletter, website, morning announcements)
	❏ Use the AVID Elementary Essentials as your guide for all site team meetings. ISS/CSS
	❏ Collect Artifacts/Evidence: Essentials 1-4
	❏ AVID Elementary Weekly		

PLC Team Meeting Links	❏ Sign-in sheet
	❏ PLC Running Agenda/Notes(Roles, Mission/Vision, Norms)
	    ❏ Discuss implementation, celebrate successes, identify roadblocks and solutions.
	    ❏ GNA Grade Level Priorities Form
	    ❏ WICOR Lessons
	    ❏ Equity/Differentiation
	    ❏ Reflection Tools
	    ❏ Student Level Assessments (Rubrics)
	    ❏ Data Collection Spreadsheet
	    ❏ PLC Team SMART Goals
	    ❏ Classroom Activities
	    ❏ AVID weekly (Monthly/Weekly basis)
	❏ AVID Individual Plans
	❏ Student SMART Goals
	❏ Copy/Collect Artifacts/Evidence: Essentials 1-4 for AVID teams		

Year long Monthly	❏ Identify AVID Elementary strategy to model/feature/support schoolwide ea. mo. and calendar/develop monthly staff training. Site Team Calendar		
	❏ Visit the AVID Elementary Weekly website and discuss ways the articles/WICOR lessons will be used in implementing classrooms. Create plan and goals for regular use (monthly/weekly basis) of online resources. ❏ What additional training do teachers need to successfully integrate this resource into their classroom? ❏ Determine site team member-save PDF files AE Weekly and take ownership of distributing one focus article per mo./wk. to implementing teachers.		
Summer	❏ Identify site team members and establish roles for shared responsibility.		

Enclosure B-1

Institute (SI) - August	(Rotate: Facilitator, Note Taker, Time Keeper)
	❏ Create Indistar/Site Priorities
	    ❏ Site Priorities
	❏ Create SMART Goals.
	❏ Site Team Calendar PD plan and established to conduct monthly School Wide College/Career Readiness activities, awareness, etc.
	❏ Plan staff to attend October 14th Path Training
	❏ Discuss developing a college-going culture.
	❏ Support teachers with Student Level Assessments (Rubrics) and Data Collection (first two weeks of school).
	❏ Create baseline list of reasons for implementation to gauge progress throughout the year (include purpose for implementing and goals/expected outcomes for implementation). VISION/MISSION
	❏ Create a plan and goals for regular use (monthly/quarterly) of the online resources. My.AVID
	❏ Plan/conduct Home/School Workshop. - Open House
	    ❏ 5 Year Plan		

Sept.	❏ Institute Debrief: Plan staff presentation on AVID implementation, strategies, and Indistar/Site Priorities ❏ Site Priorities ❏ Sharing/alignment of site plans ❏ Begin AVID Elementary Certification Initial Self Study (ISS). ❏ Complete Student Level data collection/analysis with Student Level Assessments (Rubrics) and Data Collection. ❏ Analyze pre-assessment Student Level data; disaggregate data to inform refinement of your goals/implementation. (Student Level Assessments (Rubrics) and Data Collection) ❏ Co-Plan Home/School Workshop. - October Family Workshop		

Oct.	❏ Conduct Home/School Workshop.
	❏ Reflect and collaborate on classroom data.
	❏ Continue AVID Elementary Certification Initial Self Study (ISS).
	❏ ISS site visits
	❏ Revisit Indistar/Site Priorities
	    ❏ Site Priorities
	    ❏ SMART Goals, 5 Year Plan, AVID Elementary Essentials.
		ISS 10/4/16 site team
		
		Wkshop 10/5	

Nov.	❏ Complete the AE Initial Self-Study (ISS) as a site team in preparation for submission end of month November. ❏ Begin Collection/inputting AE Site Level Data into My.AVID. ❏ Begin - Co-Planning Home/School Workshop. - January Family Workshop		
Dec.	❏ Submit ISS online in My.AVID for DD–E approval. ❏ Revise Site Priorities and SMART goals for second semester measures to accomplish before the spring Certification Self-Study (CSS). ❏ Prepare for Student Level Assessments (Rubrics) (two weeks after winter break). ❏ Collect/Input AE Site Level Data into My.AVID. ❏ Co-Plan Home/School Workshop. - January Family Workshop		
Jan.	❏ Conduct Home/School Workshop. ❏ Complete and analyze (Student Level Assessments (Rubrics) and (Data Collection) (two weeks after winter break). ❏ Continue revisions of Site Priorities and SMART Goals for second semester measures based on Student Level Assessment results (Data Collection).		

	❏ Provide staff training on second semester Site Priorities and goals (update on first semester results and goals for second semester). ❏ Interface with feeder middle schools, plan visits, and recruit potential AVID Elective students. ❏ Recruit staff for Summer Institute; discuss plans with DD.		
Feb.	❏ Work with DD–E to complete Early Bird registrations for Summer Institute. ❏ CSS is open online (recommend completing as a site team in March). ❏ Interface with feeder middle schools, plan visits, and recruit/enroll AVID Elective students.		
March	❏ Conduct Home/School Workshop. ❏ Identify/finalize Summer Institute participant registrations. ❏ CSS is open for input online (due in May). ❏ Begin planning AVID end-of-year celebrations.		
April	❏ Complete CSS and input online (due in May) for DD–E approval. ❏ Enrollment of AVID Elective students going into 7OAK. ❏ Plan for AVID end-of-year celebrations (if not already done). ❏ Plan for end of year (Student Level Assessments (Rubrics) and (Data Collection) (last 2 weeks). ❏ Discuss school supply list requirements for upcoming year.		
May	❏ Input completed CSS in My.AVID. ❏ Collect and analyze final Student Level Assessments (Rubrics) and Data Collection (last two weeks of school). ❏ Identify potential changes to SMART Goals and Site Priorities for the coming year. ❏ Initiate work with SI Launches. ❏ Establish a system for updating SI participant registrations and strand changes up to SI. (Communicate staff changes with DD–E.) ❏ Conduct pre-SI meeting with team going to SI this summer. ❏ Discuss/finalize school supply list requirements for upcoming year.		
June-Aug.	❏ Bring a list of the AVID Elementary Essentials to Summer Institute and Teacher In-Service/Prep week to your guide your site team meetings. ❏ Complete SI Launches prior to attending Summer Institute. ❏ Attend Summer Institute. ❏ Prepare for the upcoming school year 5 Year Plan		

AVID Site Team Plan

*AVID's mission is to close the achievement gap by preparing
all students for college readiness and success in a global society.*

Site Information

Name:	Green Acres Elementary
Principal:	Amanda Plummer
Address:	700 South 10th Street
District:	Lebanon Community School District
County:	Linn Benton County
City, State, ZIP:	Lebanon, OR, 97355
School Year:	2016-2017

Site Plan Prepared by: (Name and Title/Role)

- Amanda Plummer, AVID site Principal
- Martha Calderon, Counselor
- Natalia Luebke, 5th Grade Teacher
- Emily Helpenstell, 5th Grade Teacher
- Ashley Yoder, 4th Grade Teacher
- Bree Wyatt, 4th Grade Teacher
- Liz Sterling, 4th Grade Teacher
- Sarah Young, 3rd Grade Teacher
- Teresa Craig, 2nd Grade Teacher
- Kelly Ulibarri, 2nd Grade Teacher
- Kellie Blauvelt, 1st Grade Teacher
- Sara Hammerquist, 1st Grade Teacher

AVID Information

Elementary		~~Secondary~~	
Site Principal:	Amanda Plummer	~~Coordinator:~~	NA
Number of AVID Elementary Classes:	11 out of 14	~~Administrator:~~	NA
Grade Level(s) Implementing:	1st - 5th, Title	~~Number of AVID Elective Sections:~~	NA
Date First Implemented:	August 1st, 2016	~~Date First Implemented:~~	NA

Support Needs:

Our needs for immediate/ongoing support include: Samples and training for Grade Level Priorities Form, AE reflection tools, and AVID Center Data Collection. Time at building for site specific PD.

X_____
AVID Coordinator

X_____
Administrator/Designee

X_____
District Director

Enclosure B-1

AVID Site Team Plan

Site Team Goal #1: AVID/Leadership Instruction Team

Green Acres staff will utilize WICOR lessons and Grade Level Priorities Form to ensure grade-levels intentionally plan and assess WICOR into daily lessons emphasis on 2-3 column STAR notes embedding inquiry and reading strategies.

Site: ■ *Elementary Site* ☐ Secondary Site

Name of the AVID Essential that this goal aligns with: **Essential 1, and 4.2-4.4**

Experienced Sites: Is this recommended in your CSS? ☐ Yes ☐ No

AVID Level of Use: ■ Not AVID (0)   ☐ Meets Certification (1)   ☐ Routine Use (2)   ☐ Institutionalization (3)

Who is the target audience for this goal? ■ Grade Level(s) [1st-5th] ☐ AVID Elective ☐ Schoolwide

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: ● CSS recommendation ● District strategic plan ● School improvement plan ● Other school initiative

Teachers will collaborate and create WICOR lessons (1.0). Emphasis on WICOR within use of 2-3 column   STAR notes embedding inquiry and reading strategies for 2016-2017.
 	
Teachers will use formative/summative assessment with students using AVID rubrics (4.2) on a regular basis. They will record data on AVID spreadsheet (4.3).
	Completed Grade Level Priorities Forms Essential 4.4; WICOR lessons Essential 1; meeting dates, calendar of event; agendas of grade level PLC meetings; student artifacts; rubrics (4.2) and data spreadsheet Essential 4.3; classroom observations.	Materials/resources: Curriculum, lesson planning resources, Foundation IR, WICOR lessons(1.0), Grade Level Priorities Form (4.4).
		
		Weekly/Bi-Monthly: Time within PLC grade level meetings and AVID/Leadership
		
		District Director, Site coordinators, Administration will ensure completed.
			● **Green Acres Priority 1:** Strengthen student performance in literacy
			
			● **Indistar:**
			  ○ Educator Effectiveness 2.2: Tasks 1-5
			  ○ Teaching and Learning 4.4: Tasks, 1, 2, 4-7
			
			● **Green Acres Priority 3:** Strengthen student performance in math
			
			● **Indistar:**
			  ○ Educator Effectiveness 2.2 Task 7
			  ○ Teaching and Learning 4.4: Tasks 3, 5-7

Individual Commitment Statements Aligned with Goal #1

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
All AVID team members	1. Implement and analyze data from formative assessments (AVID rubrics) and student work to drive instructional practices. 2. Create, model, and share instructional and cultural PD for staff. 3. Use of AVID Weekly, AEF book and myAVID to create and implement high expectations and rigorous WICOR lessons. 4. Collaboration with grade level partners on a weekly basis in creating WICOR lesson plans. 5. Collect and maintain a database of AVID weekly and student model anchor papers. 6. Reflection and discussion notes from PD and individual work 7. Collect and maintain evidence for AVID essentials binders.

AVID Site Team Plan ![AVID logo] Proven Achievement. Lifelong Advantage.

Site Team Goal #2: AVID- Culture/PBiS Team

Green Acres will build safe, positive school culture focused on high expectations to close the achievement gap while increasing communication between home and school.

Site: ■ *Elementary Site* ☐ Secondary Site

Name of the AVID Essential that this goal aligns with: **Essentials 2.3 and 2.4**

Experienced Sites: Is this recommended in your CSS? ☐ Yes ☐ No

AVID Level of Use: ■ Not AVID (0)　　　☐ Meets Certification (1)　　☐ Routine Use (2)　　☐ Institutionalization (3)

Who is the target audience for this goal? ☐ Grade Level(s) [___]　☐ AVID Elective　■ Schoolwide

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: ● CSS recommendation ● District strategic plan ● School improvement plan ● Other school initiative
Participate in 3 or more parent nights; Aligned/Coordinated with MS/HS team Recruit parents and students to assist with future trainings - (level 4 goal) Support district goal of "college readiness" 40/40/20 Goal Student will create and share with families rigorous SMART goals. Students will use reflection tools during lessons. 2.4 and 1.1 Create a safe and positive environment with high behavior and academic expectations that	Agenda/Meeting dates Workshop attendance Feedback forms Core Commitments, Mission, Vision statement, career and college signage. Student SMART goals, AE reflections tools GNA Newsletters PD plan, agendas, AVID/Culture meeting notes, PBIS, class	Open House AVID information, 2nd and 4th quarter August - revisit monthly	● **Green Acres Priority 2:** Strengthen PBiS Systems and structures ● **Indistar:** ○ District and School Structure and Culture 1.1: Task 1-4 ○ District and School Structure and Culture 1.2 Task 1 and 2 ○ Educator Effectiveness 2.2: Tasks 6 ○ Family and Community Involvement 3.6: Task 1 and 2 ○ Teaching and Learning 4.4: Tasks 5 and 7

meets the needs of diverse student population. Professional Development Plan Focus: Student Success Skills; Growth Mindset of Students, Families, and Staff; decisions based on AVID/SWiS data.	matrix, student and staff handbook.		

Individual Commitment Statements Goal #2

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
All AVID team members	1. Student SMART goals - encourage student ownership of learning. 2. Create, communicate, and model clear high expectations for behavior and academics. 3. Analyze behavior data to drive instructional practices. 4. Create, model, and share instructional and cultural PD for staff. 5. Use two-way communication with families on a positive and consistent basis (ClassDojo, email, newsletters, phone calls). 6. Be solution orientated and promoting a positive growth mindset with all stakeholders. 7. Participate in family outreach activities. 8. Collect and maintain evidence for AVID essentials binders.

AVID Site Team Plan

Site Team Goal #3: AVID/Leadership and Instruction and Culture/PBiS Teams)
Green Acres will establish a site team that meets monthly to collaborate in implementing AVID site plan. The AVID site teams will develop professional development for Green Acres and district meetings.

Site: ■ *Elementary Site* ☐ Secondary Site

Name of the AVID Essential that this goal aligns with: Essential 3

Experienced Sites: Is this recommended in your CSS? ☐ Yes ☐ No

AVID Level of Use: ■ Not AVID (0)   ☐ Meets Certification (1)   ☐ Routine Use (2)   ☐ Institutionalization (3)

Who is the target audience for this goal? ■ Grade Level(s) [1st-5th] ☐ AVID Elective ☐ Schoolwide

Complete the first three columns as you plan. Complete the last column as you gather evidence throughout the school year.

Action Steps: How will we make it happen?	Evidence: How will we monitor this goal? What evidence will we use to measure our success/growth/progress?	Timeline/Resources: When will we complete this? What will be the benchmark? What resources (AVID, school, district) will be used? What expenditures are necessary?	Connections to: ● CSS recommendation ● District strategic plan ● School improvement plan ● Other school initiative

Establish meeting times
 	
 Develop Site Plan mission, vision, and goals align with PD
 	
 Establish/Train AVID WICOR strategies
 	
 AVID Weekly
 	
 Develop 5 year AVID implementation plan
 	
 Professional Development Plan: WICOR instructional strategies .
	Meeting Notes
	
	 Site Plan/ISS/CSS
	
	 AVID – Artifacts/Evidence Essential 1-4 Binders
	
	 AVID Weekly Lesson/Student Work
	
	 5 year plan
	
	 PD plan, agendas, meeting notes
		Monthly/Weekly
		
		 August- revisit monthly
		
		 Monthly
		
		 Weekly 1st-5th grade
		
		 August- revisit quarterly
		
		 August - revisit monthly
			● **Green Acres Priority 1:** Strengthen student performance in literacy
			
			 ● **Indistar:**
			  ○ Educator Effectiveness 2.2: Tasks 1-5
			  ○ Teaching and Learning 4.4: Tasks, 1, 2, 4-7
			
			 ● **Green Acres Priority 2:** Strengthen PBiS Systems and structures
			
			 ● **Indistar:**
			  ○ District and School STructure and Culture 1.1: Task 1-4
			  ○ District and School Structure and Culture 1.2 Task 1 and 2
			  ○ Educator Effectiveness 2.2: Tasks 6

			○ Family and Community Involvement 3.6: Task 1 and 2
			○ Teaching and Learning 4.4: Tasks 5 and 7
			● **Green Acres Priority 3:** Strengthen student performance in math
			● Indistar:
			○ Educator Effectiveness 2.2 Task 7
			○ Teaching and Learning 4.4: Tasks 3, 5-7

Individual Commitment Statements Goal #3

Name/role of staff member making an individual commitment aligned to this goal:	Specific commitment that the individual is making:
All AVID team members	1. Collect and maintain a database of AVID weekly and student model anchor papers. 2. Use of AVID Weekly, AEF book and myAVID to create and implement high expectations and rigorous WICOR lessons. 3. Create, model, and share instructional and cultural PD for staff. 4. Regularly participate in AVID/Leadership team meetings and/or AVID - PBiS/Culture Team meetings. 5. Collect and maintain evidence for AVID essentials binders.

AVID STRATEGIES – Green Acres K-5: School wide Implementation Plan

	2016-2017 (3rd-5th)	2017-2018	2019-2020	2019-2020	2020-2021
Planners (2-6)		Train	Train/Implement →		Maintain /Refine →
Organizational Tools (4-6)	Train/Implement →		Maintain /Refine →		
2-3 Column / Cornell Notes	Train/Implement →		Maintain /Refine →		
Interactive Notebook			Train	Train/Implement →	
Reading Strategies	Maintain/Refine →				
Brief Constructed Response	Maintain/Refine →				
Philosophical Chairs/Socratic Seminar		Train	Train/Implement →		Maintain /Refine →

Formative Assessment Professional Learning School Grants

What is formative assessment?

Formative assessment is an ongoing and intentional **process** of collecting evidence of student learning in order to inform teaching and learning next steps. The Feedback Loop diagram below shows the formative assessment process as a cyclical process to propel learning forward.

Feedback Loop

Why is formative assessment important?

Black & Wiliam (1998), Brookhart (2005) Hattie (2009), Hattie & Timperley (2007) and many other researchers have demonstrated the potential impact that formative assessment can have on student learning when used consistently and systematically. The charge to prepare students for success in college and careers requires the schools engage students in deeper learning. WestEd (2015) described that, "Acquiring deep learning is not analogous to a car that moves from 0-60 miles per hour in 3.2 seconds. Deep learning involves students grappling with important ideas, principles and practices

to make sense of them over a period of time. Teachers need to understand how student learning is developing so that they can respond to students' current learning status along the way to deeper learning, ensuring that students remain on track and achieve intended goals. Essentially, teachers need substantive insights about student learning during the course of its development so their pedagogy can be consistently matched to their students' immediate learning needs. Formative assessment practices, effectively implemented, can provide teachers with the insights they need."

OREGON FORMATIVE ASSESSMENT INSIGHTS COURSE

The purpose of the Oregon Formative Assessment Insights course is to increase participants' understanding of formative assessment and help them become skillful users of formative assessment in their classrooms. The course is aimed at teams of classroom teachers and each team would have a designated teacher leader(s). Administrators would be expected to stay engaged with the course content so they can support the teacher team(s) in their professional learning.

During 2016-17 ODE will provide a small number of grants to schools to participate in the Oregon Formative Assessment Insights course. Through these grants, ODE will learn from schools about the local conditions and professional learning needed to build formative assessment capacity. Feedback from the school experiences will inform the development of the next version of the course for statewide dissemination.

Course Design

The online course is comprised of five modules (about five weeks, each). The sequence may be updated but is included here to give you a sense of the scope of the course content.

1. Introduction to the **formative assessment process**,
2. Planning lesson learning goals and success criteria from standards,
3. Intentionally eliciting and interpreting evidence of learning,
4. Pedagogical action in response to evidence, including feedback,
5. Student involvement through peer and self-assessment.

These modules are a blended learning format so that participants engage in some of the learning independently then come together as teams at the end of each module to process and deepen their learning. This course entails approximately 50 hours of professional learning (~1.5 hours/week plus 2 hours for each of the end-of-module meetings, plus the time to record classroom at least twice). Each module includes an opportunity for the teachers to apply what they have learned.

Eligibility

Eligible schools will have received this PDF from an ODE staff person; if you have questions about your eligibility, please contact Cristen McLean at Cristen.McLean@state.or.us.

Eligible schools include:
- School grantees in the Tribal Attendance Pilot Project
- Secondary school in the District Improvement Project
- Secondary school identified as a priority school due to participation in a Federal SIG competition, whose grant cycle has ended but has not yet met exit criteria.
- **Rural School Network** (if the elementary school that is in the rural school network applies, then the junior high/middle school and high schools in that district may also apply).

School Requirements

- Have at least one team of teachers participating (teams are defined as at least three to four teachers working together with a teacher leader identified).
- Be willing to share any supplemental materials developed during the project using grant funds (license as http://creativecommons.org/licenses/by-nc-sa/4.0/).
- Be willing to have school and class observations throughout the project.
- Make the formative assessment insights course a professional learning priority for the teams of teachers.
- Committed to sustaining a focus on formative assessment beyond the 2016-17 school year.
- Use grant funds for providing additional time for the teachers and administrator, support from your local ESD for this project, and for travel costs to convening. If technology is needed to support class videos, this may be included but sharing among schools will be encouraged.
- Teacher participation in the project must be voluntary. Schools will be expected to support teacher teams so they can stay committed throughout the course.
- Have support from school district.

Participation Requirements

Teachers need:
- o 2 hours for each end-of-module meeting.
- o 1.5 hour per week for independent work.
- o Time to provide feedback at the end of each module.
- o Time to be available for at least one interview and to complete pre- and post- course survey.
- o Time and resources to video record their own class and reflect on formative assessment practices at the beginning and near the end of the course.

Teacher leaders need:
- o 2 hours for each end-of-module meeting.
- o 2 hour per week for independent work.
- o 3 hours per month to prepare for each end-of-module meeting and to work with teachers.
- o Time to provide feedback at the end of each module.
- o Time to attend two-day kick off meeting in the summer (tentatively scheduled for Salem, 8/18-8/19).
- o Time to attend a one day Salem convening during early winter (date and location to be determined).
- o Time to participate in a bi-monthly planning calls.
- o Time to be available for at least two interviews.

Administrators need:
- o Time to attend two-day kick off meeting in the summer (tentatively scheduled for Salem, 8/18-8/19)
- o Time to attend a one day Salem convening during early winter (date and location to be determined).
- o Time to observe the classrooms of teachers participating in the course.
- o Time to read the leadership materials and summary materials for each module.

Questions, Submissions:
Email Rachel Aazzerah at Rachel.Aazzerah@state.or.us with questions about this grant and to submit your application.

Anticipated Schedule of Events:
- Grant Closes: **May 24, 2016 at 2:00 p.m.***
- Grant Recipients Selected: **June 6, 2016**
- Deadline for appeal submission: **June 10, 2016**
- Final award determination: **June 14, 2016**
  *If additional time is needed to complete the application beyond May 24, 2016, please email Rachel Aazzerah at rachel.aazzerah@state.or.us.

Evaluation Process:

o Responses to *Leadership and Planning, Time, Sustainability, and Teacher Buy-In* will be evaluated against the Criteria.

o Responses will not be the sole determinant of grantees.

  o Preference will go to the school with fewer initiatives currently underway as this project requires a substantial amount of teacher and administrator time and commitment.

  o If two schools are close in their evaluation:

    ▪ Preference will be given to schools that have received input from local teacher association.

o After evaluating responses, Agency will also consider whether the list includes a range of schools, in terms of the following characteristics. If not, the Qualified Respondents list will be amended.
    o Location (e.g., SE, NE, SW, NW, Coast, I-5, etc.)
    o School size, in terms of student population
    o Student population, in terms of demographic factors, including percentage of students who are economically disadvantaged, underserved race/ethnicity, ever English Learners

ODE maintains information about all of the above factors so schools do not need to provide this information.

Grant Award/Budget:

ODE will follow up after evaluating application to discuss grant award.

CRITERIA

	0	1-2	3-4	5-6	7-8	Points
Leadership and Planning (20%)	No reply/ reply not relevant	Weak description/ evidence of connection across CIP and future professional learning and formative assessment course. Information is overly generic; precision is lacking.	Moderate description/ evidence of connection across CIP and future professional learning and formative assessment course. Information is often generic but sometimes precise.	Strong description/evidence of connection across CIP and future professional learning and formative assessment course. Information is mostly precise.	Description/evidence creates compelling case for the quality of connection across CIP and future professional learning and formative assessment course. Information is mostly precise.	
Time (25%)	No reply/ reply not relevant	Description of available time is vague and/or insufficient for course.	Amount of time available is adequate for the project but there is a lack of detail for each specific role and required activities.	Amount of time available is adequate and there is detail for each specific role and some of required activities.	Amount of time available is adequate and there is detail for each specific role and majority of required activities.	
Sustainability (15%)	No reply/ reply not relevant	Weak description/ evidence that focus on formative assessment will be sustained. Information is overly generic; precision is lacking.	Moderate description/ evidence that focus on formative assessment will be sustained. Information is often generic but sometimes precise.	Strong description/evidence of activities or when time will be available to sustain focus on formative assessment. Information is mostly precise.	Strong description/evidence of activities and when time will be available to sustain focus on formative assessment. Information is mostly precise.	
Teacher Buy In (40%)	No reply/ reply not relevant	Few teachers signed up and interview with teacher(s) was not convincing that buy in is present.	Substantially fewer than half of the teachers signed up but interview was convincing that buy in is present. **OR** About half of the teachers signed up but interview was not convincing that buy in is present.	About half of the teachers signed up but interview was convincing that buy in is present. **OR** Majority of teachers signed up but interview was not convincing that buy in is present.	Majority of teachers signed up and interview with teacher(s) was convincing that buy in is present.	
	0	**1-2**	**3-4**	**5-6**	**7-8**	

Application

COVER PAGE
(Please Print or Type – All Fields Must Be Completed)

School Contact Name:		
School Name:		
School District or ESD:		
Coordinating ESD (if applicable):		
Address:		
State:		
Phone:		Email:
Summer Contact Email:		

STATEMENT OF ASSURANCES

2015-2017 Statement of Assurances

- The Authorized Agent certifies that to the best of his/her knowledge the information in this application is correct and that the filing of this information is duly authorized by the governing body of this organization or institution.

_____

Print Name of Authorized Agent   Title

_____

Signature of Authorized Agent   Date

Leadership and Planning

1. Given the definition of formative assessment, why does your school want to make formative assessment a professional learning priority in 2016-17? In your answer, please describe how this project connects to priorities identified in your school's Continuous Improvement Plan.

2. Are there other professional learning and/or school improvement priorities already established for your school in 2016-17 (If yes, please explain).			
Yes		**No**	
3. If yes, describe how your administrators and teachers would be able to prioritize this work?			

Time

4. How would you use grant funding to help teachers, teacher leaders, and administrators have time to work on the course requirements? Please include ESDs, if applicable.
Teachers
Teacher Leaders
Administrators
ESD, if applicable

5. When would each of the five end-of-module team meetings be scheduled (after school, during PLC time, etc.)?

Sustainability

This course represents a substantial investment of staff time, so an important question is how your will school continue to build on this course in 2017-18 and beyond.

One resource schools may use to sustain the work is the Formative Assessment Review and Observation Protocol (FAROP)[1]. Please review this resource and consider whether/how your school could provide teachers time to do peer observations using this rubric to deepen their formative assessment practice. We are open to other ideas for how to sustain the work as well.

6. Please use the space to describe how your school would sustain the focus on formative assessment.

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[1] http://www.ode.state.or.us/wma/teachlearn/testing/resources/farop_revised_2016_v3.pdf

Teacher Participation

Because teacher buy-in is critical to the success of this project, we ask that interested schools provide this _article[2] to teachers and determine how many teachers are excited to spend a year deeply focused on formative assessment professional learning.

7. Number of teachers who would participate in project and fulfill project requirements.			
Teacher Team (disregard unnecessary rows)	Number of Teachers (no more than 6 per team)	What are they grouped based on (e.g., secondary English teachers, middle science school teachers, etc.)?	Please provide the name and email for the teacher leader for each group. We will contact at least one teacher leader per school to check on teacher buy in.
1			
2			
3			
4			
5			
6			
7			

---

[2] http://www.ode.state.or.us/wma/teachlearn/testing/resources/fa_heritage.pdf

8			
9			
10			

Teachers	
How many teachers work at your school?	
How many teachers are committed to participating in this professional learning experience?	

Have representatives from the local teacher association had the opportunity for input on the Response?

	Yes
	No

Budget

Grant funds may be used for providing additional time for the teachers and administrator, for obtaining support from your local ESD for this project, and for travel costs to convening. If technology is needed to support class videos, this may be included but sharing among schools will be encouraged.

The budget section is required but **will not be scored separately.** However, information provided in the budget and budget narrative may be used by reviewers to support their evaluation of the grant activities and sustainability.

Agency may negotiate final budget. Estimated project budgets could be up to $70,000 per school district.

There will be two required in-person meetings for teacher leaders. All meetings will take place in Salem.
- Two days in August (8/18-8/19)
- One day in early winter

Not acceptable costs:
- Full salary and benefits for a staff person.
- computer software, computer hardware.
- contracted services except with ESD.

Budget Worksheet		
Object	**Total costs**	**Anticipated Matching Funds***
Teachers Participation Costs		
Administrator Participation Costs		
ESD support costs		
Supplies		
Total		

*Matching funds are optional. Matching funds (including time the school is committed to providing) may be considered by reviewers as an indication of sustainability.

Budget Narrative
Specify the roles for school and district administrators and ESD support with a salary funded partially through this grant (e.g., principal, assistant principal at school and two ESD school improvement specialists)
Describe any supplies and materials.

Enclosure B-1

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within ~~five~~ ten working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the complaint and render a decision within ~~five~~ ten working days after receiving the complaint.

The Superintendent: Step Three

If Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.[1]

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[1]The timelines may be extended upon written agreement between both parties.

Complaints against the principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair and may be referred to district counsel.

Complaints against the Board chair may be made directly to the Board vice chair.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Lebanon Community School District

COMPLAINT FORM

TO: □ District Office   □ _____ (Name of School)

Person Making Complaint _____

Telephone Number _____   Date _____

Nature of Complaint _____

_____

_____

_____

_____

_____

_____

_____

Who should we talk to and what evidence should we consider? _____

_____

_____

_____

_____

Suggested solution/resolution/outcome: _____

_____

_____

_____

_____

_____

Office Use: Disposition of Complaint: _____

_____

Signature: _____ Date: _____

cc: District Office

HR1/14/16│PH

**OREGON
SCHOOL
BOARDS
ASSOCIATION**

Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Constitution with developing the association's recommended Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee met on January 30-31, 2016, and April 22-23, 2016, to develop the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2017-18 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2017-18 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via telephone conference call on August 22, 2016, to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2017-18 at its August 22, 2016, meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2017-18 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2017-18 be placed before the membership for consideration during the 2016 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Policies for 2017-18 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors

P.O. Box 1068, Salem, OR 97308 • 1201 Court St., NE, Salem, OR 97301 • (503) 588-2800 • 1-800-578-OSBA • FAX (503) 588-2813 • www.osba.org

Enclosure C-2

LEGISLATIVE POLICIES & PRIORITIES

PROPOSED OSBA LEGISLATIVE PRIORITIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

The Oregon School Boards Association (OSBA) believes funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

In order to accomplish these goals, OSBA will introduce and support legislation which:

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students from early learning through post-secondary. OSBA will advocate to ensure local school boards and communities control the implementation of programs, curriculum and the allocation of resources so that every student is college or career ready upon graduation or completion of their academic program. OSBA will support efforts to increase graduation and high school completion rates, lower the number of drop-outs, close opportunity and academic achievement gaps and provide additional supports for students from traditionally underserved student populations.

- **Provides Stable and Adequate Funding:**

OSBA will actively promote legislation to increase state and federal funding for the public school system to ensure adequate and stable funding for each school district and Education Service District (ESD) so that they may provide a quality public education for every student.

OSBA will actively promote legislation to restructure Oregon's school funding system to eliminate the financial volatility of Oregon's public schools.

OSBA believes a balanced approach is necessary to increase education funding and to provide stable and adequate funding of Oregon's public school system. OSBA will actively promote legislation that strives for this balance by advocating for the restructure of Oregon's revenue system, promoting job creation and increasing opportunities for economic development across Oregon.

- **Local Determination and Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities for programs, services, curriculum and resource allocations.

OSBA will advocate to ensure each school district is empowered and given the flexibility to determine the educational needs of their students and to provide services and programs that will maximize student achievement.

OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members, parents, students and community members across Oregon.

- **Opposes Mandates:**

OSBA will actively oppose any federal or state imposed mandate that does not lead to increased academic achievement for students and is not accompanied with the necessary additional funding to implement the mandate, including all costs associated with the mandate.

- **Promotes Capital Construction/Capital Improvements:**

OSBA will continue to actively promote legislation that provides additional state level resources to school districts to help pay for capital construction/capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost-Drivers:**

OSBA will actively promote legislation that provides relief for school districts from cost drivers that are beyond the control of the local school district or school board. These cost drivers include, but are not limited to, the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.

PROPOSED OSBA LEGISLATIVE POLICIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

Section 1: Finance

PROPOSED 1.1   Investing in Oregon's Public Schools to Ensure Adequate and Stable Funding

OSBA supports increasing state resources to school districts so that Oregon's schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to fully support operational, instructional and student achievement goals.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures. OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

OSBA supports increased funding for all levels of the public education enterprise to support increased achievement for every child and student. OSBA supports the Quality Education Commission's (QEC) effort to promote best practices to improve student outcomes and identify funding necessary to achieve Oregon's 40-40-20 goal by 2025.

PROPOSED 1.2   Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon's education system, restructuring tax policy to reduce the volatility of Oregon's current system and to provide for a diverse and fair tax system to fund public education in Oregon.

OSBA supports modification of the state's personal and corporate income tax "kicker" law to allow "kicker" funds to be deposited into a "rainy day" account for public education and used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.

PROPOSED 1.3   Mandate Relief, Paperwork Reduction and Public Funds for Public Schools

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

PROPOSED 1.4   State Department of Education Supporting Districts

OSBA supports adequate funding for Oregon Department of Education programs and state level initiatives that are sustainable and provide quality technical and programmatic assistance and supports to school districts and ESDs targeted at improving student achievement.

OSBA supports providing resources and supports to school districts and ESDs to support and ensure the equitable distribution of any grant or targeted investment monies.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state take-over of any local school, school district or ESD.

OSBA supports the inclusion of school board members to all state-level workgroups or committees connected to educational issues to allow for input from locally-elected education policy makers.

PROPOSED 1.5   Financial and Program Accountability

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

PROPOSED 1.6   School District Capital and Infrastructure Needs

OSBA supports use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and academically appropriate classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

OSBA supports policies that ensure collaboration at the local level to address the infrastructure needs of school districts, including consideration of the financial impacts of urban renewal, systems development charges and enrollment growth due to new construction.

PROPOSED 1.7   **Oregon's Common School Fund**

OSBA supports maximizing the assets and the investment returns of the Common School Fund as an additional state resource for school funding in Oregon

OSBA will vigorously advocate before the State Land Board to ensure that it fulfills its fiduciary obligation to manage the resources in the Common School Fund for the greatest benefit of the current and future generations of schoolchildren in Oregon.

Section 2: Programs

PROPOSED 2.1   **School Improvement**

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

PROPOSED 2.2   **Special Education**

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the education system, including programs for children birth through age 5. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

PROPOSED 2.3   **Education Service Districts**

OSBA supports the role of ESDs to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.

PROPOSED 2.4   **Curriculum, Technology and Online Education**

OSBA supports providing a well-rounded and rigorous curriculum for all students, including opportunities for music, art, PE, world languages, STEM, career and technical education and co-curricular activities.

OSBA supports curriculum related decisions made at the district level and opposes state or federal instructional mandates.

OSBA supports the use of English Language Learner and dual language immersion programs as a viable way to provide needed supports for emerging bilingual speakers.

OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement.

OSBA supports locally developed alternative education programs as a tool to address the varied educational needs of students.

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs.

OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

OSBA supports state financial and professional development resources so districts can implement the Oregon state standards and student assessments and provide appropriate information and updates to the public.   OSBA supports local control of curriculum and materials related to the Oregon state standards.

PROPOSED 2.5   Public Charter Schools

OSBA supports public, district sponsored charter schools as an additional tool to provide innovative educational options to students.

OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

OSBA supports updating the charter school law to require charter school applicants to demonstrate how the charter school will meet the legislatively adopted goals of the charter school law, including how the charter school will provide unique opportunities for children in the school district.

PROPOSED 2.6   Career and Technical Education (CTE)

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

OSBA supports funding to ensure the long-term sustainability of new and existing CTE programs.

PROPOSED 2.7   Post-Secondary Opportunities for High School Students

OSBA supports increased access and opportunities for students to participate in post-secondary programs and classes while enrolled in high school at minimal or no cost to the student.

OSBA supports the creation of a dedicated source of funds to invest in "post graduate scholar" programs that does not dilute the State School Fund.

PROPOSED 2.8   Student Assessment

OSBA supports the use of summative, formative and interim student assessments as a tool to inform students, parents, educators and the community about where students and schools are in their learning progression and determining needed supports for students and schools.

OSBA supports reviewing Oregon's current student assessment system with the goal of improving assessment literacy, providing timely feedback, maximizing instructional time, deriving the necessary information to improve student learning and minimizing classroom disruption for students and educators.

Section 3: Personnel

PROPOSED 3.1   Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate "status quo" bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

PROPOSED 3.2   Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local school boards working with employee groups to provide the most cost effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt out.

PROPOSED 3.3   Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

PROPOSED 3.4   Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement.

OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract a more diverse workforce, including multi-lingual school employees, which reflects the demographics and needs of Oregon's students.

Section 4: Governance and Operations

PROPOSED 4.1   State Level Education Policy and the State Board of Education

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools.

OSBA strongly supports collaboration between state level policy makers, educators and stakeholders, including school board members, parents and students, when considering policy changes to Oregon's system of public education.

OSBA believes that any discussion about improving student outcomes must include recognition of and a plan for the needed state investments to implement the goals.

PROPOSED 4.2   Local Governance

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

PROPOSED 4.3   School Safety and Student Wellness

OSBA supports local measures that promote school and student safety, improved social, emotional and behavioral health and other health, nutrition and wellness initiatives in the school environment that benefit students, staff, parents, patrons and the community as a whole.

Section 5: Federal Education Issues

PROPOSED 5.1   Every Student Succeeds Act (ESSA) and the Federal Role in Education

OSBA supports the replacement of No Child Left Behind (NCLB) with the Every Student Succeeds Act (ESSA). OSBA believes that ESSA rightly places responsibility for student success, school improvement and overall K-12 accountability at the state and local level.

OSBA supports collaboration between the Oregon Department of Education and local education stakeholders, including parents and students, when creating and implementing federally mandated state, district and school accountability systems and student assessments. OSBA believes Oregon stakeholders should be empowered to design, create and implement the programs and systems necessary to fulfill the requirements of ESSA.

OSBA believes ESSA collaboration must focus on supports for struggling schools, closing achievement and opportunity gaps for traditionally underserved students and increasing graduation rates for all student sub-groups.

PROPOSED 5.2   K-12 Funding in the Federal Education Budget

OSBA believes that prioritizing and increasing the federal share of funding for special education programs like the Individuals with Disabilities Act (IDEA), Title I programs that serve students who are experiencing poverty, programs that support emerging English or bi-lingual speakers, Carl Perkins CTE grant funds, and child nutrition programs should be a top priority for the U.S. Department of Education, Congress and the President.

OSBA believes federal education funding should be distributed based on student needs not through competitive grants that pit states against each other for limited funds.

OSBA opposes federal education policy or unfunded mandates that do not include financial resources to implement.

PROPOSED 5.3   County Timber Payments

OSBA supports the efforts of Oregon's Congressional delegation to ensure that funding for the Secure Rural Schools and Community Self-Determination Act (also known as County Timber Payments) continues or that there is a successor program.

OSBA members know that cuts to timber payments do not just impact the school districts in timber country; the loss of timber money is a net loss to the entire funding system and every school and student in Oregon is impacted.

Athletic Drug Testing**
(Draft 5/3/2015)

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD-Administering Noninjectable Medicines to Students and accompanying administrative regulation "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" Includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements,

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from physician. Nonprescription medication does not include dietary food supplements.

Consent

Each student wishing to participate in athletics and/or extracurricular activities, sanctioned by the OSAA and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities, sanctioned by the OSAA, without such consent.

Selection

All student athletes and extracurricular activity participants may be tested at the beginning of the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students

participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent or designee shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1. The names of all participating students are in the pool;
2. The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;
3. The identity of students drawn for testing is not known to those involved in the selection process;
4. The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school, if a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication. Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1. The student or parent may request within 72 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of prescription medication which may have affected the outcome of the test;

2. If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the administration.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 14 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.
4. During the suspension the student will not participate in any activities and/or school sponsored events, (which also include dances and non-academic field trips).
5. Student will be assigned to school's Drug Education and Diversion program and complete steps required.

Second Positive Result (high school career)

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 45 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.
4. During the suspension the student will not participate in any activities and/or school sponsored events (which also include dances and non-academic field trips).
5. Student will be assigned to school's Drug Education and Diversion program and complete steps required, if student has not met requirements by the end of 45 day suspension; they may rejoin team but must complete requirements. They will bring weekly progress updates to coach, at any point they fail to meet requirements after reinstatement; they will be suspended pending completion.

Third Positive Result (high school career)

1. Notify student and parent(s);
2. Meeting scheduled by the administration, with the parent(s) and student;
3. The student will be suspended from participating in athletics and other interscholastic activities which are sanctioned by the-OSAA for the remainder of their high school years at Lebanon High School.
4. During the suspension the student will not participate in any activities and/or school sponsored events.
5. Students will be referred to school's Drug Education and Diversion program.

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

If dissatisfied with the superintendent's decision, the student may appeal to the Board by providing notice within five calendar days of the superintendent's decision.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the Lebanon Community School District.

I also authorize Lebanon Community School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

Testing Proposal:

We would propose a plan in which would begin in August and test through May. We would test 10% of our athletes monthly. Which means in theory we would be able to test 100% of our athletes and the small sample size keeps costs down but still enough to deter use.

We average approximately 250 athletes per sports season. Which means we would test 25 athletes per month, multiplied by ten months; using the information Coach Cox obtained from Debbie at Bio-Med Testing it would cost approximately $7500-$10,000 annually to fund this program.

We understand that in these budget times money is tight, but we feel establishing a drug free culture in our student athletes is critical in rebuilding the culture with our school. With the legalization of marijuana in our state and the now increased accessibility to marijuana, we are trying to be proactive in deterring our students who compete in all OSAA sanctioned activities.

Our policy will also be in-line with the education and diversion abeyance program we are currently using for all students. It will include seasonal workshops for our parents and athletes on drug education, athletes will be required to attend one per year.

2013-2014 Expulsion Hearings

43 Total Expulsions Hearings Requested
34 Total Expulsions

17 Expulsion Hearings Requested due to Substance/Drug Abuse
15 Expulsions due to Substance/Drug Abuse
14 Expulsions due to Substance/Drug Abuse - Marijuana Specifically

2014-2015 Expulsion Hearings

46 Total Expulsions Hearings Requested
28 Total Expulsions

17 Expulsion Hearings Requested due to Substance/Drug Abuse
13 Expulsions due to Substance/Drug Abuse
11 Expulsions due to Substance/Drug Abuse - Marijuana Specifically

2015-2016 Expulsion Hearings

34 Total Expulsions Hearings Requested
12 Total Expulsions

 9 Expulsion Hearings Requested due to Substance/Drug Abuse
 3 Expulsions due to Substance/Drug Abuse
 1 Expulsions due to Substance/Drug Abuse - Marijuana Specifically

2016-2017 Expulsion Hearings to date

24 Total Expulsions Hearings Requested
 4 Total Expulsions

18 Expulsion Hearings Requested due to Substance/Drug Abuse
 1 Expulsions due to Substance/Drug Abuse
 1 Expulsions due to Substance/Drug Abuse - Marijuana Specifically

Alcohol

Consumption, possession or sale of any alcoholic beverage on or about district premises or at any district-sponsored activity is prohibited.

Clothing, bags, hats and other personal items used by staff and students to display, promote or advertise alcohol products are prohibited on district grounds, at school-sponsored activities or in district vehicles. Alcohol advertising is prohibited in all school-sponsored publications and at all school-sponsored events. District acceptance of gifts or funds from the alcohol industry is similarly prohibited.

Violation of this policy may result in suspension or expulsion. Violations occurring at times other than during school hours or school activities on district property may be referred to the proper law enforcement agencies.

District administrators acting on reasonable suspicion may request that students participate in a Breathalyzer screening for alcohol at school or prior to or during a school sponsored event. If a student refuses, he/she may be subject to school discipline and or referral to law enforcement officials.

END OF POLICY

Legal Reference(s):

ORS 332.107	ORS 339.240	OAR 581-021-0110
ORS 336.067	ORS 339.250	OAR 581-022-0413
ORS 336.222		OAR 581-053-0015
ORS 336.227	OAR 581-021-0050 to -0075	OAR 581-053-0545(4)(c)(R)-(T)
		OAR 581-053-0550(5)(q)-(s)

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Cross Reference(s):

JFCI - Substance/Drug Abuse

Substance/Drug Abuse

Substance abuse or the possession, use, sale or supply of any unlawful drug, including paraphernalia, or any substance purported to be an unlawful drug on or about the district premises or at any district sponsored activity is prohibited.

The following definitions apply to this policy:

"Substance abuse" means the use of any substance with abuse potential which is toxic, corrosive, an irritant, a strong sensitizer, flammable, combustible generates or is used to generate pressure, if such substance or mixture of substances is used in a manner that may cause substantial personal injury or severe illness when induced by any means into the human body;

"Unlawful drug" means any drug not prescribed by a licensed medical practitioner; any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policies JHCD – Administering Noninjectable Medicines to Students, JHCDA – Administering Injectable Medicines to Students and any accompanying administrative regulations.

"Drug paraphernalia" means all equipment, products and materials of any kind which are marketed for the use or designed for the use in manufacturing, compounding, producing, processing, preparing, analyzing, packaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise inducing a controlled substance or intoxicant into the human body.

If possession or use occurred on school grounds or while participating in school-sponsored activities, students will be subject to discipline up to and including expulsion. If possession or use occurred near school grounds, disciplinary action may include removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). Appropriate health and law enforcement agencies may be involved in at least a consultative and investigative capacity. Parents will be notified at the appropriate time when a violation occurs involving their child.

Clothing, bags, hats and other personal items used by staff and students to display, promote or advertise drug products are prohibited on district grounds, at school-sponsored activities or in district vehicles. Drug product advertising is prohibited in all school-sponsored publications and at all school-sponsored events. District acceptance of gifts or funds from the drug industry is similarly prohibited.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of school property is a Class A felony.

END OF POLICY

Legal Reference(s):

ORS 161.605   ORS 336.227   OAR 581-021-0050 to -0075
ORS 161.625   ORS 339.240   OAR 581-021-0110
ORS 332.107   ORS 339.250   OAR 581-022-0413
ORS 336.067   ORS Chapter 475   OAR 581-053-0015
ORS 336.222   OAR 581-053-0545(4)(c)(R)-(T)
                                          OAR 581-053-0550(5)(q)-(s)
                                          OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

Cross Reference(s):

JFCH - Alcohol

Myrtle Point School District 41

Student Drug Testing - Extracurricular Activity Participation **

As part of the district's substance abuse prevention efforts, mandatory drug testing may be required of all students, grades 9-12 participating in extracurricular activities in order to:

1.   Provide for student participants' health and safety;

2.   Undermine the effects of peer pressure; and

3.   Encourage participation in treatment programs, at parent expense, for student participants with substance abuse problems.

Extracurricular activities are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech).

No participant shall be penalized academically for testing positive for illegal and performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit. In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information.

Students may be tested prior to participation in extracurricular activities. Random testing will be conducted periodically thereafter by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of the employee's district duties; or knowingly endorse or suggest the use of such drugs.

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 339.240 ORS 342.726
ORS 332.107 ORS 339.250 ORS Chapter 475
ORS 336.222 ORS 342.721 OAR 581-021-0050 to -0075
ORS 336.227 ORS 342.723 OAR 581-022-0413
OAR 581-022-0416

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002).
Weber v. Oakridge Sch. Dist. 76, 184 Or. App. 415 (2002).

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD - Administering Noninjectable Medicines to Students and accompanying administrative regulation "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.

Consent

Each student wishing to participate in athletics and/or extracurricular activities and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities without such consent.

Selection

All student athletes and extracurricular activity participants may be tested at the beginning of the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1.   The names of all participating students are in the pool;

2.   The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;

3.   The identity of students drawn for testing is not known to those involved in the selection process;

4.   The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication.

Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1.   The student or parent may request within 72 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of prescription medication which may have affected the outcome of the test;

2.   If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the administration.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

1.   Notify student and parent(s);

2.   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be given the option of:

   a.   Voluntary participation and successful completion of a drug assistance program with submission to follow-up drug testing as may be required, at parent expense; OR
   b.   Suspension from participation in athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) for the 21 consecutive calendar days starting with the day of suspension and suspension from extracurricular activities for the remainder of the suspension.

10.   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Second Positive Result (high school career)

1.   Notify student and parent(s);

2.   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be suspended from participating in athletics or other interscholastic activities which are sanctioned by OSAA for the remainder of the current season and the next athletic season for which the student is eligible and suspension from extracurricular activities for the remainder of the suspension.

4.   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Third Positive Result (high school career)

1.   Notify student and parent(s);

2.   Meeting scheduled by the administration, with the parent(s) and student;

3.   The student will be suspended from participating in athletics and other interscholastic activities which are sanctioned by the OSAA for the remainder of the current season and the next two athletic seasons for which the student is eligible and suspension from extracurricular activities for the remainder of the suspension.

4.   During the suspension the student will not participate in any activities, practices, meetings, and/or school sponsored events (which also include dances and non academic field trips).

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

If dissatisfied with the superintendent's decision, the student may appeal to the Board by providing notice within five calendar days of the superintendent's decision.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the Myrtle Point School District.

I also authorize Myrtle Point School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

North Bend School District	Code: **JFCIA** Adopted: 8/13/2012

Student Drug Testing **

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all students participating in non-graded after school activities, grades 7-12 in order to:

1.   Provide for the student health and safety; and

2.   Undermine the effects of peer pressure.

No student shall be penalized academically for testing positive for illegal or performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit.

In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information.

Students participating in non-graded after school activities will be tested at the beginning of any season in which he/she participates. Additional testing will be conducted periodically thereafter by a method determined by the district to assure the integrity and confidentiality of the selection process.

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 329.095 ORS 332.107
ORS 336.222 ORS 336.227

ORS 339.240 ORS 339.250 ORS Chapter
475 SB 517 (2007)

OAR 581-021-0050 to -0075 OAR 581-022-0413

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995). Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002). Weber v. Oakridge Sch. Dist. 76, 184 Or. App. 415 (2002).

Student Drug Testing

CO-CURRICULAR POLICY AND DRUG TESTING PROGRAM
REGARDING TOBACCO, ALCOHOL & ILLEGAL DRUGS

The use of tobacco/alcohol/non-prescribed or illegal drugs is prohibited. No student involved in a co-curricular activities shall knowingly possess, use, sell, supply or be under the influence of alcohol, a tobacco product, performance enhancing drug, inhalants, or controlled substance of any kind. This policy shall be in effect 24 hours a day, from the first day of practice through the end-of-season awards dessert.

Students choosing to participate in co-curricular activities are prohibited from knowingly attending or remaining at events where individuals are engaged in breaking the law by possessing, using, delivering, and/or selling alcohol, marijuana, and/or other illegal substances. These events include, but are not limited to parties and group gatherings. It is the student's responsibility to immediately remove himself/herself from the party or group gathering as soon as the student becomes aware alcohol, marijuana, and/or illegal substances are being possessed, used, delivered, or sold in violation of the laws of the State of Oregon. The North Bend School District recognizes a student cannot be responsible for the misbehavior of other individuals; however, it is the student's responsibility to avoid associating with individuals engaging in illegal activities. Students found guilty of being in violation of this policy by knowingly attending or remaining at such an event will be treated as a first, second, or third offense depending on them having any previous violations of the athletic policy.

A student will not be held accountable for attending a gathering or party in the actual presence of their parent or other legal guardian under the following circumstances:

1. If the complaint is the minor used alcohol, the student can show that their parent or guardian consented to the consumption, consistent with the provisions of ORS 471.430(1).
2. If the complaint is that the minor was around other individuals that broke the law by consuming alcohol, the student can show that their parent or guardian consented to the student's attendance at the gathering and was physically present at the event.

North Bend High School believes that student safety is paramount in building a positive co-curricular program. Because of this belief, all students involved in co-curricular activities that are not a part of a graded class will be tested for illegal substances.   This includes all students involved in OSAA competitions, school plays, the Mr. Bulldog pageant, student council, and other possible activities.

Students who participate in co-curricular activities will be tested at the start of the season, (Fall, Winter, and Spring) and may be tested one or more times during the season. These tests will be urine analysis' that will be given by administrators and/or their designee. Failure to comply with taking a UA at the assigned time will result in the student forfeiting the right to participate in practice or games/events during that season. Actual tests will be administered in the respective locker rooms. Sample containers will be labeled before a participant takes possession of it.   After completion, each participant will bring the container to the test administrator who will take it and place the container on a table and keep it private from other participants. Parents will always be contacted if their child has a positive result on any test.

First Offense:
    a.) Two calendar week suspension from participation in all athletic games, activities and competitions (must attend all practice sessions). Suspensions will begin on the first official contest day.
    b.) Student will complete a minimum of 15 hours of community service, which will be set within reason by the coach, before participation in future activities/events.
    c.) Mandatory meetings of the student and parent with the school counselor initiated by the parents and a willingness to follow his/her recommendation. Failure to comply with the recommendation after the first offense shall be punished as if the student committed a second offense.
    d.) Submit to drug testing at any time during the remainder of the season.

Second Offense:
   a.) **Full suspension from all activities for the remainder of the season or 45 days, whichever is longer.**
   b.) **Student will complete a minimum of 25 hours of community service, which will be set within reason by the coach, before participation in future activities/events**
   c.) **Mandatory follow-up sessions of the student and parent with the school counselor initiated by the parents. Reinstatement of the student into the activity is contingent upon the student complying with recommendations made by the counselor or other appropriate professional person and his/her approval for reinstatement. Failure to comply with the recommendation after the second offense shall be punished as if the student committed a second offense.**
   d.) **Submit to drug testing at any time during the remainder of the season.**

Third Offense:
   a.) **Full suspension from all co-curricular programs for the remainder of the school year and the following year. Students may participate in following years with the approval of the Principal, Athletic Director, and the students Counselor.**

Violations occurring during the summer will have the following consequences: The athlete must complete the consequences during the season of the sport they were involved in when the offense occurred. A minimum of 30 hours of community service must be completed before participation in contest.

This policy shall be in effect from the start of the school year until the end of the school year and/or at any school sponsored activity outside the school year (i.e. summer camps).

Student Signature: _____ _____   Date: _____

Parent Signature: _____   Date: _____

Student Drug Testing**

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all student athletes and participants in competitive extracurricular activities, in all grade levels where substance abuse is perceived to be a problem, in order to:

1. Provide for the health and safety of student athletes' and participants in competitive extracurricular activities;

2. Undermine the effects of peer pressure; and

3. Encourage participation in treatment programs, at parent expense, for student athletes with substance abuse problems.

Competitive extracurricular activities are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech) and other district-sponsored activities (e.g. Forestry, FFA, and Drivers Education).

No student athlete or participant in competitive extracurricular activities shall be penalized academically for testing positive for illegal or performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit.

In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information.

Student athletes and participants in competitive extracurricular activities will submit to random testing that will be conducted periodically by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through twelfth grade students with whom the employee has contact as part of the employee's district duties, or knowingly endorse or suggest the use of such drugs.

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 339.240	ORS 342.726
ORS 332.107	ORS 339.250	ORS Chapter 475
ORS 336.222	ORS 342.721	OAR 581-021-0050 to -0075
ORS 336.227	ORS 342.723	OAR 581-022-0413
		OAR 581-022-0416

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002).
Weber v. Oakridge Sch. Dist. 76, 184 Or. App. 415 (2002).

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD - Administering Noninjectable Medicines to Students and accompanying administrative regulation and JHCDA - Administering Injectable Medicines to Students. "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.

Consent

Each student wishing to participate in athletics and/or competitive extracurricular activities and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or competitive extracurricular activities without such consent.

Consent must be given prior to the start of the school year. Students will remain in the program until they remove their consent.

Individual results will not be released without parent permission. All information will only be reported as group totals and not individual results.

Walk-Ons

If a student wishes to participate in athletics and/or competitive extracurricular activities and did not give consent at the start of the school year he/she will be considered a walk-on.

The student will apply to participate in the sport. A review committee will meet to determine the student's intent in not declaring at the start of the school year. The review committee will consist of the principal, athletic director, a coach and a teacher.

Removal from the Program

Students and the parents may declare in writing that they are removing their consent to participate in the drug testing program in writing at any time. The student will not be allowed to participate in sports and/or competitive extracurricular activities for 12 months after he/she removes his/her consent.

Selection

All student athletes and extracurricular activity participants will be subject to random urinalysis drug testing throughout the school year, notwithstanding whether they are participating in a sport or extracurricular activity at the time of the testing.

Random testing will be by lottery from a pool of all students participating in athletic and extracurricular activity programs in all grades levels where substance abuse is perceived to be a problem.
The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1.   The names of all participating students are in the pool;

2.   The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;

3.   The identity of students drawn for testing is not known to those involved in the selection process;

4.   The selection process is done by random selection based on a confidential student ID number, without knowledge of the student's name and observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, will be tested on the next testing date. All students selected for testing will be given the option of providing samples in a manner that minimizes the extent of privacy intrusion to the student. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs

shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug ingestion or intoxication.

The district has chosen urine as the means for drug testing, although a hair drug test could be used if there is reasonable suspicion that a student is attempting to cheat on the urine test or if there is reasonable suspicion that a student is using an illegal drug. The district will make this decision as needed.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

The student or parent may within 72 hours of a positive test notification voluntarily disclose use of prescription medication which may have affected the outcome of the test.

Discipline

The following procedures will be observed for all discipline arising from violation of the district's policy.

One Time Only - Voluntary Student Admission

If a student prior to taking his/her first test reports that the sample will likely be positive the following procedure will be observed:

1.   Sign the Voluntary Student Admission Form;

2.   The student is tested for baseline data;

3.   Notify student and parent(s);

4.   Meeting scheduled by the principal, with the parent(s) and student;

5.   Voluntary participation and successful completion of a drug assistance program with and submission to the next three follow-up drug testing opportunities;

6.   Suspension from participation in athletics for one week of competition and suspension from extracurricular activities for one week.

First Positive Result

1.   Notify student and parent(s);

2.   Meeting scheduled by the principal, with the parent(s) and student;

3.   Voluntary participation and successful completion of a drug assistance program with and submission to the next four follow-up drug testing opportunities;

4.   Suspension from participation in athletics for two weeks of competition and suspension from extracurricular activities for two weeks.

Second Positive Result (In any two consecutive calendar years)

1.   Notify student and parent(s);

2.   Meeting scheduled by the principal, with the parent(s) and student;

3.   Voluntary participation and successful completion of a drug assistance program with and submission to the next eight follow-up drug testing opportunities;

4.   The student will be suspended from participating in athletics for six weeks of the athletic season for which the student is eligible and suspension from extracurricular activities for six weeks.

Third Positive Result (In any two consecutive calendar years)

1.   Notify student and parent(s);

2.   Meeting scheduled by the principal, with the parent(s) and student;

3.   The student will be suspended from participating in athletics and extra curricular activities for 18 weeks;

4.   Voluntary participation and successful completion of a drug assistance program with and submission to the next 16 follow-up drug testing opportunities.

Fourth Positive Result (In any two consecutive calendar years)

1.   Notify student and parent(s);

2.   Meeting scheduled by the principal, with the parent(s) and student;

3.   The student will be suspended from participating in athletics and extra curricular activities for 36 weeks;

4.   Voluntary participation and successful completion of a drug assistance program with and submission to the next 16 follow-up drug testing opportunities.

Alcohol Positive Test Result

Students will be tested for the presence of alcohol during the same time they are being tested for drugs using a breathalyzer. If a student tests positive for the presence of alcohol immediate notification will occur and the procedures above for positive test results will be followed.

Discipline Forgiveness

Students may have up to half of their consequence forgiven for doing the following:

1. For each completely negative random drug test after their positive test, one week will be subtracted from their athletic and extra curricular activity participation for up to half of their consequence;

2. For each week that a student participates in an approved drug and alcohol program in addition to the school program, one week will be subtracted from their athletic and extra curricular activity participation fur up to half of their consequence.

Both 1 and 2 from above can accumulatively reduce the discipline up to half for the consequence level the student is on.

Suspensions

Suspensions carry over from season to season and from one school year to the next, including over the summer. Violations are cumulative over the student's high school career. Every student entering Scio High School for the first time will start with a clean record.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the principal. The student will remain eligible to participate in athletics and extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified and if so the disciplinary action will be imposed.

The student may appeal superintendent's decision to the Board by providing notice within five calendar days of the superintendent's decision. The disciplinary decision will stand unless subsequently reversed or amended by the board.

I understand that my safety and performance as an athlete and participation in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the Scio School District.

I also authorize Scio School District to conduct a test for alcohol and drug use on a specimen which I provide (hair, urine, breath). I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

SCIO SCHOOL DISTRICT 95
STUDENT DRUG-TESTING REMOVAL OF AUTHORIZATION FORM

I understand that I may not participate in athletics and extracurricular activities for one calendar year from the date this Removal of Authorization Form is signed and dated.

I understand that I will be removed from the drug testing pool and will not be allowed to re-enroll for one calendar year from the date this Removal of Authorization Form is signed and dated.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

Today I was selected for a random drug test. I am voluntarily reporting that my test will most likely be positive.

I understand that I may not participate in athletics and extracurricular activities for 1 week from today.

I understand that I will be tested today as a baseline and I will be required to take the next three tests. The next positive test that I have will be treated as my first positive test. I also understand that I will be required to successfully complete a drug assistance program.

I have received a copy of this release. I have read and understand the district policy and administrative regulation.

_____   _____
Student Signature   Date

_____   _____
Parent Signature   Date

Student Drug Testing - Extracurricular Activity Participants** (V2)

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all students, grades 9-12 participating in extracurricular activities in order to:

1.   Provide for student participants' health and safety;

2.   Undermine the effects of peer pressure; and

3.   Encourage participation in treatment programs, at parent expense, for student participants with substance abuse problems.

Extracurricular activities are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech) and other district-sponsored competitive activities.

No participant shall be penalized <u>academically</u> for testing positive for illegal and/or performance-enhancing drugs. Loss of competition shall occur consistent with the District's athletic code. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit. In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information.

Students may be tested prior to participation in extracurricular activities. Random testing will be conducted periodically thereafter by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through 12 students with whom the employee has contact as part of the employee's district duties; or knowingly endorse or suggest the use of such drugs.

The superintendent will develop administrative regulations to implement the drug-testing program in accordance with the provisions of law.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 332.107
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 342.721
ORS 342.723
ORS 342.726
ORS Chapter 475
OAR 581-021-0050 to -0075
OAR 581-022-0413
OAR 581-022-0416

Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002).
Weber v. Oakridge Sch. Dist. 76, 184 Or. App. 415 (2002).

9/28/07│JW

Student Drug Testing**

Definitions

1. "Illegal drug" is any drug which an individual may not sell, possess, use, distribute or purchase under state law, or as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. § 812) including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, "illegal drug" also means possession, use, sale or supply of prescription and nonprescription medication - in violation of Board policy JHCD - Administering Noninjectable Medicines to Students and accompanying administrative regulation and JHCDA - Administering Injectable Medicines to Students. "Illegal drug" shall also include alcohol.

2. "Performance-enhancing drug" includes anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drug" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

3. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication does not include dietary food supplements.

4. "Nonprescription medication" means only commercially prepared, non-alcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eyes, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.

Philosophy

South Lane School District believes 1) that athletics and co-curricular activities advance student learning and positive engagement, 2) that such participation is both a choice and a privilege, and 3) that the value to the participant includes the pursuit of common goals and peers who hold each other accountable.

Consent

Each student wishing to participate in athletics and/or extracurricular activities and the student's parent(s) shall consent in writing to drug testing. Written consent shall be in the form attached to this administrative regulation. No student shall be allowed to participate in athletics and/or extracurricular activities without such consent.

Selection

All student athletes and extracurricular activity participants may be tested at the beginning of the athletic season or extracurricular activity in which they participate. In addition, selection for random testing will be by lottery from a pool of all students participating in athletic and/or extracurricular activity programs in the district at the time of the drawing.

The superintendent shall take reasonable steps to assure the integrity, confidentiality and random nature of the selection process including, but not limited to, assuring that:

1.   The names of all participating students are in the pool;

2.   The person drawing names has no way of knowingly choosing or failing to choose particular students for testing;

3.   The identity of students drawn for testing is not known to those involved in the selection process;

4.   The selection process is observed by at least two adults.

Testing

Testing will be conducted by a laboratory selected by the district. Chain of custody procedures, as recommended by the laboratory, will be followed.

Samples will be collected at a mutually convenient time on the same day the student is selected for testing or, if the student is absent on that day, on the day of the student's return to school. If a student is unable to produce a sample at any particular time, the student will be allowed to return later that same day to provide the sample. All students selected for testing will be given the option of providing samples in private. Students who refuse to provide a sample will be considered to have tested positive and will be subject to the procedures listed below.

The testing laboratory will test for one or more illegal or performance-enhancing drugs. The superintendent shall decide prior to selection of students which illegal or performance-enhancing drugs shall be screened. Samples will not be screened for the presence of any substance other than an illegal or performance enhancing drug or for the existence of any physical condition other than drug intoxication.

Samples will be split at the time of testing. The duplicate samples will be sealed and maintained by the laboratory in the event a second test is requested.

The testing laboratory will report results only to the superintendent or his/her designee.

Positive Test Results

If the student's test results indicate the presence of illegal or performance-enhancing drugs, the following will occur:

1.   The student or parent may request within 48 hours of a positive test notification that the second specimen sample be tested. The student may voluntarily disclose use of

prescription medication which may have affected the outcome of the test;

2.   If the second sample tests negative, the student and parent will be notified and no further action will be taken. If the second sample tests positive, notification will be made and a meeting will be scheduled with the student, the parent(s) and the principal.

Discipline

Due process procedures will be followed for all discipline arising from violation of the district's policy.

First Positive Result

1.   Notify student and parent(s);

2.   Meeting scheduled by the district's designee, with the parent(s) and student;

3.   The student and parent will agree to:

   a.   Voluntary participation and successful completion of a drug assistance program with submission to follow-up drug testing as may be required, at parent expense; AND

   b.   Suspension from participation in athletics and/or extracurricular activities for the equivalent of 25% of the athletic competition and/or extracurricular activities scheduled for the season.

4.   Second Positive Result

   a.   Notify student and parent(s);

   b.   Meeting scheduled by the district's designee with the parent(s) and student;

   c.   The student will be suspended from participating in athletics and/or extra-curricular activities for one calendar year. This consequence may be reduced to two sports seasons/activity seasons if the athlete/participant (at the parents expense) agrees to a treatment program and random drug testing for the remainder of their athletic and/or extracurricular activity participation at CGHS. The assessment/recommendation protocol identified in the first offense shall apply as well.

5.   Third Positive Result

   a.   Notify student and parent(s);

   b.   Meeting scheduled by the district's designee, with the parent(s) and student;

   c.   The student will be suspended from participating in athletics and/or extracurricular activities for the remainder of the student's high school career.

Appeal Process

A student who has been determined to be in violation of the district's drug testing policy shall have the right to appeal the decision to the superintendent or his/her designee. The appeal must be submitted to the superintendent, in writing, within five calendar days following the meeting with the district's designee. The student will remain ineligible to participate in athletics and/or extracurricular activities pending the appeal.

The superintendent or his/her designee will determine whether the original finding was justified.

The superintendent's decision shall be final.

Relationship to Student Discipline Policies

Normal disciplinary measures which may affect eligibility are still applicable for violations which do not arise from these testing procedures.

STUDENT DRUG-TESTING AUTHORIZATION FORM

I understand that my performance as an athlete and/or participant in extracurricular activities and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the Board policies, administrative regulations and rules of the South Lane 45J3 School District.

I also authorize South Lane School District to conduct a test for drug use on a urine specimen which I provide. I also authorize the release of information concerning the results of such a test to the district and to my parent(s).

This shall be deemed a consent pursuant to the Family Educational Rights and Privacy Act for the release of the above information to the parties named above.

If you would like a copy of the district policy and/or your signed release, please contact your coach.

_____
Student Name (printed)

_____   _____
Student Signature   Date

_____   _____
Parent/Guardian Signature   Date

COST OF PAPER PACKETS		COST OF ELECTRONIC PACKETS	
Cost of Nicole's time for packet creation per meeting (8 hours)	$264.00	Cost of Nicole's time for packet creation per meeting (1 hour)	$33.00
Cost of paper/ink for 15 packets (75 pages each)	$56.25	Paper and mailing costs eliminated	0
Mailing costs for 5 packets	$30.00	Annual Cost of BoardEffect	$3,000.00
Total cost of packet creation for 1 meeting	$350.25		
Total annual cost of packet creation for 13 meetings	$4,553.25	Total annual cost of packet creation for 13 meetings	$3,429.00

This BoardEffect Order Form ("Order Form") by and between BoardEffect (as defined below) and Lebanon Community Schools ("Licensee") details the terms of Licensee's use of the products and services set forth below ("Product and Pricing Summary"). This Order Form shall become effective on the Effective Date. This Order Form, together with the BoardEffect Master Agreement located at http://www.boardeffect.com/master-terms/ and incorporated by this reference, form the entire agreement between the parties in respect of the products and services set forth in the Product and Pricing Summary. Notwithstanding anything to the contrary in any purchase order or other document provided by Licensee, any product or service provided by BoardEffect to Licensee in connection with a purchase order related to this Order Form is conditioned upon Licensee's acceptance of this Order Form and the BoardEffect Master Agreement. Any additional, conflicting or different terms proffered by Licensee in a purchase order or otherwise shall be deemed null and void. Each of the individuals executing this Order Form represent and warrant that he or she is authorized to execute the Agreement on behalf of Licensee or BoardEffect, as applicable.

In consideration of the promises set forth herein, the parties hereby agree as follows:

Pricing Summary

BoardEffect Solutions	# Users	# of Boards	Annual License
1) BoardEffect Standard Platform 2) Participation in a BoardEffect Client Success Story URL: https://lebanonk12.boardeffect.com	Up to 40 Users	1 Board	~~$4,500~~ $3,000
TOTAL FEES DUE			**$3,000.00**

Licensee Information

Invoicing		Notices
Licensee Contact Name:	Nicole Hundley	
Address:	485 South 5th Street, Lebanon, OR 97355	
Billing Contact:	Nicole Hundley	
Phone:	(541) 451-8458	
E-mail:	nicole.hundley@lebanon.k12.or.us	

IF APPLICABLE: ❑ *Purchase Order Required for Invoicing.*

❑ *Tax-exempt Entity: Please attach a copy of your tax-exemption certificate to this order form.*

B. Term

1.   **Initial Term: Unless otherwise specified in the Product or Service Description above, the Initial Term shall be 3 years following the Effective Date.**
2.   **Unless otherwise specified in Section D. Special Provisions below, this Order Form shall be renewed automatically for successive periods of one year (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Licensee provides BoardEffect, or BoardEffect provides Licensee, with a written notice to the contrary sixty days prior to the end of the Initial Term or Renewal Term, as applicable.**
3.   **Effective Date: Upon execution of this Order Form.**

C. Payment Terms

1.   **All initial and subsequent payments shall be due Net 30. Unless otherwise specified, all dollars ($) are United States currency.**
2.   **Licensee shall be invoiced for amounts due in respect of the first year of the Initial Term upon execution of this Order Form.**
3.   **Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.**

IN WITNESS WHEREOF, the parties hereto have executed this Order Form as of the date indicated below (the "Effective Date").

Licensee:	**Lebanon Community Schools**	BoardEffect ("BoardEffect")	**BoardEffect LLC**
Signature		Signature	
Name (printed)	**Linda Darling**	Name (printed)	**Liam Healy**
Title (printed)	**Director of Business Services**	Title (printed)	**VP, Sales**
Effective Date		Date	

Board Effect

Prepared for Lebanon Community Schools - Pricing & Justification

What makes BoardEffect the best choice in board management software for Lebanon Community Schools?

1. **Expertise** - We're passionate about the work of boards; and we focus exclusively on their needs. In turn, over 2,500 organizations in nonprofit and philanthropy, healthcare, associations, education, government, and banking have chosen BoardEffect to support the work of their governing bodies. Our track record qualifies BoardEffect to help your board maximize adoption of its board portal, minimize the related risks, and achieve results for your organization. With BoardEffect, you can be extremely confident in the success of your board-related technology initiatives.

2. **Approach** - We think beyond board books. Our vision is to make the management of all board materials as easy and elegant as possible and to offer a platform that helps elevate overall board performance. The 3 Board Cycles offer a Product Framework that informs the direction and development of the BoardEffect solution. Our Guiding Principles reflect our values – the non-negotiables that influence the character of our product and everything we do. Together, our Vision, Product Framework, and Guiding Principles enable BoardEffect to consistently anticipate your needs, offer visibility into future plans, and innovate in the areas and ways that are most important to you.

3. **Agility** - Whether your organization is highly evolved in terms of board management software or just exploring the world of board portals, BoardEffect adapts to meet your unique situation. The BoardEffect solution scales in sophistication to match your needs; and you configure BoardEffect to map to the way you work, not the other way around. We are equally prepared to actively instruct your team, or to take a more responsive role in filling in gaps where valuable. Most importantly, your organization can grow with BoardEffect throughout its journey in leveraging technology to advance the work of the board. In BoardEffect, you have an agile, scalable, responsive partner both now and over the long-term.

BoardEffect Price Quote:

- **1 Board with up to 40 Users**
- **Standard Support**
- **3-Year Term**
- **Participation in a BoardEffect Client Success Story (Case Study)**

Total Annual Cost: ~~$4,500~~ $3,000.00 / Year

Standard Support includes:
- 24/7/365 Support via phone, email, & helpdesk ticketing system
- Online user guides, tips/ tricks, videos, administrator and board training
- Contextual, in-line help throughout the platform
- Regular weekly webinars
- Access to our governance-focused blog, white papers, other resources
- Online community forums
- Administrator training webinars
- Personalized board training

Discounts valid until December 16th, 2016

Business Report
By: Linda Darling, Business Director
December 8, 2016

Financial Report: (enclosure D-1)
The 2016-2017 Financial Board report included in this Board packet reflects all of projected revenue and expenditures for 2015-2016 through 2016-2017, along with the budgeted and spent or encumbered amounts for 2016-2017. The projected Ending Fund Balance for 2015-2016 is $3,024,733. The audit is in the final review; therefore, I don't see any changes being made to any 2015-2016 number. The amounts in 2016-2017 salaries and benefits will change some throughout the year as staffing changes occur. The projected Ending Fund Balance (EFB) for 2016-2017 is $2,637,544. This is a slight decrease from November's Financial Report of $2,841,936. There are many factors that impact this projected EFB, like staffing changes, contract conditions, and items required for district operations.

Budget Calendar: (enclosure D-2)
This proposed budget calendar was included in last month's Board Packet, there has been no changes. It is on this agenda as an action item to adopt the 2017-2018 Budget Calendar

Governor's Budget:
Governor Brown will release her 2017-2019 Oregon Proposed Budget on December 1st. I will bring information to the Board meeting on the impact this could have on the school district.

2016-2017 General Fund Summary Report

	13/14 Actual	14/15 Actual	15/16 Project 9/29/2016		16/17 Budget	11-29-16 YTD & Enc	11-29-16 Balance		16/17 Project 9/29/2016
General Fund - Revenue									
SSF Formula	33,010,958	34,926,096	36,112,627		36,450,825	16,374,591	20,076,234		37,125,600
SSF Adjustment	354,709	48,134	(330,463)		-	-	-		(400,000)
Interest	55,090	62,596	91,245		70,000	21,429	48,571		89,000
Third Party Billing	35,680	25,179	45,178		50,000	7,907	42,093		50,000
TMR	189,021	154,930	149,514		175,000	-	175,000		164,000
JROTC	44,877	64,220	66,034		65,000	28,019	36,981		66,000
Other	493,650	379,017	297,128		450,000	152,361	297,639		375,000
Interfund Transfer	680,000	60,000	60,000		60,000	27,672	32,328		60,000
BFB	1,065,336	3,162,455	3,932,387		2,950,000	-	2,950,000		3,025,000
Total	**35,929,322**	**38,882,628**	**40,423,650**		**40,270,825**	**16,611,979**	**23,658,846**		**40,554,600**
	========	========	========		========	========	========		========
General Fund - Expenses									
Salaries	15,946,123	16,263,399	17,884,343		18,652,514	17,829,777	822,737		18,835,500
Benefits	9,581,618	10,020,660	10,645,144		11,477,648	10,351,100	1,126,548		10,783,450
P. Services	4,781,674	5,112,768	5,027,111		4,805,057	2,184,954	2,620,103		4,433,606
Supplies	1,123,636	1,477,643	1,380,753		1,708,226	981,824	726,402		1,334,300
Capital Outlay	-	6,779	20,047		50,000	31,058	18,942		50,000
Other Objects	262,806	308,993	286,294		337,380	288,189	49,192		315,200
Transfers	902,369	1,760,000	2,155,225		2,240,000	2,065,000	175,000		2,165,000
Contingency	-	-	-		1,000,000	-	1,000,000		-
Total	**32,598,226**	**34,950,241**	**37,398,917**		**40,270,825**	**33,731,901**	**6,538,924**		**37,917,056**
	========	========	========		========	========	========		========
Projected Ending Fund Balance			*3,024,733*						*2,637,544*

2016-2017 General Fund Revenue Report

	13/14 Actual	14/15 Actual	15/16 Project		16/17 Budget	11-29-16 YTD	11-29-16 Balance		16/17 Project
			11/29/2016						*11/30/2016*
SSF Formula									
Taxes	7,903,432	8,234,812	8,533,160		8,675,000	2,809,915	5,865,085		8,677,600
Federal Forest Fees	270,219	264,679	205,708		150,000	-	150,000		150,000
Common School	390,784	409,884	492,013		416,000	-	416,000		507,000
State Timber	210,996	405,152	181,382		100,000	-	100,000		181,000
School Support Fund	24,235,526	25,578,283	26,623,971		27,109,825	13,564,676	13,545,149		27,534,000
Adjustments to SSF Payments									
Adj for 05/06 payments	-	-	-		-	-	-		-
Adj for HC Disability Grant	44,585	33,286	76,394		-	-	-		76,000
Adj for 11/12 payment	-	-	-		-	-	-		-
Adj for 12/13 payment	310,123	-	-		-	-	-		-
Adj for 13/14 payment	-	48,134	-		-	-	-		-
Adj for 14/15 payment	-	-	(330,463)		-	-	-		-
Adj for 15/16 payment	-	-	-		-	-	-		(400,000)
Total SSF Formula	33,365,667	34,974,231	35,782,164		36,450,825	16,374,591	20,076,234		36,725,600
							-		
Interest of Investments	55,090	62,596	91,245		70,000	21,429	48,571		89,000
Third Party billing - Medicaid	35,680	25,179	45,178		50,000	7,907	42,093		50,000
TMR	189,021	154,930	149,514		175,000	-	175,000		164,000
JROTC reimbursement	44,877	64,220	66,034		65,000	28,019	36,981		66,000
Other									
Rental Fees	24,989	27,828	10,474		10,000	1,562	8,438		8,000
Fees Charged to Grants	-	-	800		50,000	-	50,000		-
Miscellaneous	396,771	282,468	202,944		310,000	73,952	236,048		290,000
E-Rate reimbursement	71,891	68,721	82,910		80,000	76,847	3,153		77,000
Interfund Transfer - Athletics	680,000	60,000	60,000		60,000	27,672	32,328		60,000
Beginning Fund Balance	1,065,336	3,162,455	3,932,387		2,950,000	-	2,950,000		3,025,000
Total	**35,929,322**	**38,882,628**	**40,423,650**		**40,270,825**	**16,611,979**	**23,658,846**		**40,554,600**
	========	========	========		========	========	========		========

2016-2017 General Fund Expenditure Report

Obj	Description	13/14 Actual	14/15 Actual	15/16 Project		16/17 Budget	11-29-16 YTD	11-29-16 Encumb	11-29-16 Balance		16/17 Project
111	Certified salaries	9,312,212	9,311,147	10,161,648		10,626,822	2,741,948	8,011,826	(126,952)		10,784,000
112	Classified salaries	3,821,771	4,164,521	4,545,055		4,967,526	1,466,709	3,253,643	247,174		4,747,000
113	Administrative salaries	1,409,054	1,464,907	1,648,330		1,612,788	675,664	945,930	(8,806)		1,622,000
114	Managerial - classified	92,856	94,714	178,755		187,684	78,249	109,548	(113)		188,000
116	Retirement stipends	99,065	76,123	51,134		44,000	15,355	20,266	8,379		41,000
118	Retirement Support Program	159,600	-	-		-	-	-	-		-
119	Confidential salaries	125,872	125,785	84,504		95,139	48,304	83,394	(36,559)		132,000
121	Certified subs	364,590	373,350	432,293		382,854	102,026	-	280,828		456,000
122	Classified subs	147,575	148,818	155,004		162,800	35,773	-	127,027		155,000
123	Temp certified	61,461	62,030	73,949		53,500	15,561	-	37,940		85,000
124	Temp classified	3,775	982	-		500	-	-	500		-
127	Student helpers salaries	12,466	11,768	7,895		6,000	98	-	5,903		2,000
132	Compensation time	19,026	23,861	25,767		32,650	2,529	-	30,121		27,500
133	Extra duty	149,434	254,381	324,897		324,201	90,073	37,278	196,850		325,000
134	Classified extra hrs	123,909	142,975	185,048		135,000	94,580	-	40,420		260,000
135	Vacation Payoff	17,384	4,377	6,938		15,650	-	-	15,650		7,000
136	Mentor teacher pay	1,568	990	609		-	-	-	-		1,000
137	Personal Leave Payout	22,057	75	-		-	-	-	-		-
138	Department Head Extra Duty	2,122	2,159	1,613		4,000	381	-	3,619		1,500
142	Taxable Meal Reimbursement	328	436	903		1,400	643	-	757		1,500
	Total Salaries	**15,946,123**	**16,263,399**	**17,884,343**		**18,652,514**	**5,367,892**	**12,461,885**	**822,737**		**18,835,500**
									-		
210	PERS	3,955,693	3,976,407	4,187,401		4,682,670	1,249,044	2,916,142	517,484		4,285,900
220	Social Security	1,183,575	1,207,537	1,328,140		1,391,886	396,165	900,278	95,443		1,373,400
231	Worker's Comp	119,163	136,822	173,370		219,075	68,669	131,309	19,097		206,900
241	Employee Ins - Admin		177,948	212,862		220,380	87,099	122,452	10,830		209,000
242	Employee Ins - Certified	2,146,033	2,307,416	2,328,554		2,432,267	594,854	1,719,773	117,640		2,330,000
243	Employee Ins - Classified	1,721,374	1,874,827	2,137,321		2,249,129	602,166	1,417,941	229,022		2,120,000
244	Employee Ins - Other	20,636	20,700	7,731		25,820	8,602	12,046	5,173		20,650
245	Employee Ins - Retired	389,149	276,090	228,774		230,000	86,925	-	143,075		200,000
247	TSA	45,996	42,912	40,991		26,421	12,850	24,785	(11,215)		37,600
	Total Benefits	**9,581,618**	**10,020,660**	**10,645,144**		**11,477,648**	**3,106,373**	**7,244,727**	**1,126,548**		**10,783,450**
				-							

2016-2017 General Fund Expenditure Report

Obj	Description	13/14 Actual	14/15 Actual	15/16 Project	16/17 Budget	11-29-16 YTD	11-29-16 Encumb	11-29-16 Balance	16/17 Project
311	Instructional Services	69,272	152,856	157,581	180,800	26,047	60,000	94,753	160,000
312	Instr Prog Improve Service	18,733	43,468	36,748	20,000	17,512	-	2,488	35,000
319	Other Instr-Prof-Tech SVCS	14,977	21,870	9,745	15,000	-	-	15,000	15,500
322	Repairs & Maintenance	101,489	163,270	168,482	108,517	46,359	33,307	28,851	165,876
323	Radio Service	-	-	7,767	-	28,381	10,482	(38,863)	38,900
324	Rentals	121,204	135,308	104,777	140,350	39,569	25,425	75,356	120,430
325	Electricity	440,338	467,896	473,758	472,100	171,142	-	300,958	470,800
326	Fuel	187,486	177,759	187,899	236,000	14,672	-	221,328	184,400
327	Water & Sewer	112,986	139,255	121,239	145,900	60,377	-	85,523	124,500
328	Garbage	77,676	86,324	96,811	95,600	14,885	-	80,715	86,900
329	Other Property Services	420	13,001	19,246	11,400	22,965	1,850	(13,415)	30,000
330	Reimb. Student Transportation	4,204	6,950	-	8,800	-	-	8,800	15,000
340	Travel	65,317	114,592	140,225	136,690	89,141	2,318	45,232	232,000
343	Travel - Student - Out of Dist.	1,665	-	-	4,150	-	-	4,150	-
346	Meals/Transportation	148	104	48	500	-	-	500	200
348	Staff Tuition	30,645	49,577	44,768	40,000	8,403	-	31,597	48,000
351	Telephone	67,513	82,642	70,529	71,300	10,760	2,862	57,678	60,000
353	Postage	25,894	23,607	21,909	28,650	2,387	3,000	23,263	23,800
354	Advertising	1,874	4,416	3,551	4,700	680	-	4,020	3,300
355	Printing & Binding	13,897	68,861	48,223	82,100	25,472	485	56,143	43,700
360	Charter School Payments	1,954,971	2,064,403	1,961,788	2,085,000	1,157,254	-	927,746	1,800,000
371	Tuitions Payments to Other Dist.	37,250	40,570	29,701	125,000	29,536	-	95,464	30,000
373	Tuition Pay Private School	-	-	-	5,000	-	-	5,000	-
374	Other Tuition	782,257	605,954	625,503	257,000	30	-	256,970	250,000
381	Audit Services	27,150	27,650	25,150	30,000	10,000	-	20,000	30,000
382	Legal Services	9,011	2,028	5,288	25,000	292	-	24,708	5,400
384	Negotiation Services	14,344	5,934	13,784	10,000	-	-	10,000	11,400
386	Data Processing SVCS	57,261	59,787	76,794	81,300	27,579	2,250	51,471	76,800
388	Election Services	-	4,565	-	10,000	-	-	10,000	8,500
389	Other Non_instr Pro/Tech	510,398	515,889	539,114	330,600	90,465	113,512	126,623	327,800
391	Physical Exams - Drivers	2,175	2,380	3,168	3,700	1,640	1,860	200	2,600
392	Drug Tests Drivers	1,110	1,110	635	3,000	640	1,360	1,000	1,000
393	Child Care Services	22,000	22,000	22,000	25,000	6,600	15,400	3,000	22,000
394	Sub calling service	5,536	5,559	7,489	8,000	6,464	-	1,536	6,500
396	Criminal History checks	2,332	2,546	2,928	2,900	1,594	-	1,306	2,900
398	Fingerprinting	138	639	462	1,000	-	-	1,000	400
	Total P. Services	**4,781,674**	**5,112,768**	**5,027,111**	**4,805,057**	**1,910,843**	**274,111**	**2,620,103**	**4,433,606**

11/8/2016 (above 15/16 Project column)   *11/30/2016* (above 16/17 Project column)

Enclosure: D-1

2016-2017 General Fund Expenditure Report

		13/14	14/15	15/16		16/17	11-29-16	11-29-16	11-29-16		16/17
				11/8/2016							*11/30/2016*
Obj	Description	Actual	Actual	Project		Budget	YTD	Encumb	Balance		Project
406	Gas Oil & Lubricants	189,904	152,805	103,868		211,000	30,002	131,515	49,483		115,000
410	Supplies & Materials	356,317	457,671	419,096		534,498	333,642	29,049	171,807		458,000
413	Vehicle repair parts	54,783	50,201	48,980		63,000	13,173	22,307	27,520		51,300
414	Transportation operations	5,262	5,674	6,060		5,300	2,220	2,585	495		5,700
420	Textbooks	173,653	240,685	131,379		195,300	41,439	17,777	136,084		84,420
430	Library Books	6,636	9,934	8,588		11,200	138	1,095	9,967		8,400
440	Periodicals	3,753	6,012	1,937		4,920	3,711	-	1,209		3,900
460	Equipment under 5K	122,132	125,632	212,514		233,322	69,278	2,537	161,507		169,000
470	Computer software	139,153	173,513	195,888		241,775	107,348	36,979	97,448		185,000
480	Computer hardware	72,041	255,516	252,444		207,911	133,425	3,604	70,882		254,000
	Total Supplies & Materials	**1,123,636**	**1,477,643**	**1,380,753**		**1,708,226**	**734,376**	**247,448**	**726,402**		**1,334,300**
540	Equipment	-	6,779	20,047		50,000	31,058	-	18,942		50,000
	Total Capital Outlay	**-**	**6,779**	**20,047**		**50,000**	**31,058**	**0**	**18,942**		**50,000**
621	Regular Interest	-	-	-		500	-	-	500		-
640	Dues & Fees	51,933	92,488	67,655		103,080	58,109	901	44,071		80,100
650	Insurance & Judgments	210,873	216,456	218,639		233,600	229,179	-	4,421		235,000
670	Taxes & Licenses	-	49	-		200	-	-	200		100
	Total Other Objects	**262,806**	**308,993**	**286,294**		**337,380**	**287,288**	**901**	**49,192**		**315,200**
710	Transfer - Technology	50,000	175,000	200,000		225,000	225,000	-	-		225,000
711	Transfer - Classroom Furniture	-	50,000	50,000		25,000	25,000	-	-		25,000
712	Transfer - Textbook Adoption	50,000	350,000	350,000		300,000	300,000	-	-		300,000
713	Transfer - Capital Improvement	150,000	225,000	250,000		250,000	250,000	-	-		250,000
714	Transfer - Track and Turf Fund	100,000	110,000	110,000		10,000	10,000	-	-		10,000
715	Transfer - Athletic Fund	336,000	365,000	365,000		405,000	405,000	-	-		405,000
716	Transfer - Bus Replacement	150,000	250,000	250,000		250,000	250,000	-	-		250,000
717	Transfer - Unemploy Ins	50,000	25,000	15,000		25,000	-	-	25,000		25,000
718	PERS Reserve	-	150,000	500,000		500,000	500,000	-	-		500,000
719	Transfer - Food Service	16,369	50,000	65,225		150,000	-	-	150,000		75,000
730	Transfer - Debt Service	-	-	-		100,000	100,000	-	-		100,000
731	Transfer - Academic Achievemen	-	10,000	-		-	-	-	-		-
	Total Transfers	**902,369**	**1,760,000**	**2,155,225**		**2,240,000**	**2,065,000**	**-**	**175,000**		**2,165,000**
810	**Reserve/Contingency**	-	-	-		**1,000,000**	-	-	**1,000,000**		-
	Grand Total	**32,598,226**	**34,950,241**	**37,398,917**		**40,270,825**	**13,502,830**	**20,229,071**	**6,538,924**		**37,917,056**

Enclosure: D-1

2016-2017 All Funds Summary Report

Fund	Description	13/14 Actual	14/15 Actual	15/16 Proj. Actual	15/16 Proj. EFB	16/17 Adopted Budget	11-29-16 Y-T-D	11-29-16 Encumb	11-29-16 Balance	16/17 Proj. Actual	16/17 Proj. EFB
100	General Fund	32,766,866	34,950,241	37,398,917	3,024,733	40,270,825	13,502,830	20,229,071	6,538,924	37,917,056	2,637,544
200	Grant Funds	2,663,753	2,591,884	2,353,551	2,002	5,200,500	932,036	1,406,422	2,862,042	2,536,000	-
205	Senate Bill 1149	-	185,000	-	88,329	171,500	-	-	171,500	-	165,000
212	Academic Achievement	1,500	-	-	18,650	28,650	-	-	28,650	5,000	13,650
230	Bus Replacement	-	100,735	-	554,882	804,900	633,327	-	171,573	634,000	171,000
233	Athletic Facility Fund	-	-	-		-	-	-	-		
232	Classroom Furniture	-	50,000	40,792	9,208	38,000	2,570	3,165	32,265	15,000	20,000
240	Textbook Adoption	107,421	18,550	759,564	973	485,000	58,266	5,144	421,591	301,000	-
272	Capital Improvments	319,070	284,536	156,950	93,050	330,000	115,574	12,186	202,241	300,000	43,000
274	Technology	52,899	124,500	495	270,949	496,444	-	-	496,444	150,000	350,000
277	Track and Turf Replacement	100,000	100,000	100,000	77,754	118,000	-	-	118,000	-	100,000
279	Student Activity	593,221	590,053	632,780	483,120	1,120,000	210,308	35,390	874,301	615,000	500,000
286	High School Athletics	445,218	445,055	453,152	91,820	581,000	261,716	66,389	252,894	475,000	100,000
292	CTE Local Fund	-	-	-	-	100,000	-	-	100,000	-	-
296	Nutrition Services	1,683,116	1,596,163	1,615,906	339,810	2,020,907	522,015	763,800	735,091	1,630,000	400,000
299	PERS Reserve	630,000	-	-	650,000	1,150,000	-	-	1,150,000	-	1,150,000
300	Debt Service	3,359,330	3,442,481	3,528,481	65,481	3,618,482	-	-	3,618,482	3,618,500	25,000
310	Debt Service / SB 1149	5,151	-	-	-	-	-	-	-	-	-
311	2011 Non-Bonded Debt	223,547	223,547	223,547	119,551	349,715	-	-	349,715	223,547	126,000
400	Capital Projects	-	-	-		-	-	-	-		
411	Capital Projects - Bond # 2	-	-	-		-	-	-	-		
530	Vocational House Fund	-	-	-	-	250,000	-	-	250,000	-	-
601	Unemployment	37,166	37,539	10,646	95,630	120,000	9,419	-	110,581	20,000	100,000
	Grand Total	**42,988,258**	**44,740,285**	**47,274,779**	**5,985,942**	**57,253,923**	**16,248,062**	**22,521,567**	**18,484,293**	**48,440,103**	**5,901,194**

Lebanon Community School District #9
Lebanon, Oregon

PROPOSED BUDGET CALENDAR FOR 2017-2018

November 17, 2016   *   **Regular Board Meeting:** Review/Approve Budget Calendar

February 9, 2017   *   **Special Board/Budget Meeting:** Budget Committee Training, and Set Budget Parameters

February 10 – April 27, 2017   *   **Preparation of Proposed Budget**: Budget Officer

March 30, 2017   *   **Send** notice of Budget Committee meeting to paper (3-4 days prior to publication)

April 5, 2017   *   **Publication** of public notice of Budget Committee meeting in newspaper and webpage
(not more than 30 days before the meeting and & not less than 10 days before meeting).

April 27, 2017   *   **Budget Committee Meeting #1**: Present budget message and proposed budget

May 11, 2017   *   **Budget Committee Meeting #2**: Continued budget discussion

May 25, 2017   *   **Budget Committee Meeting #3:** Target date for approval of budget

May 26, 2017   *   **Send** notice of Budget Hearing to paper (3-4 days prior to publication)

May 31, 2107   *   **Publication** of Notice of Budget Hearing, Financial Summary and Fund Summaries
(not more than 30 days nor less than 5 days prior to the hearing).

June 8, 2017   *   **Public Budget Hearing & Special Board Meeting** on budget as approved by Budget Committee

                                   Adopt final budget and make appropriations (*after Budget Hearing*).
The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.

(Enclosure D-2)

To: Members of the School Board
From: Rob Hess
Date: November 30, 2016
RE: Superintendent Evaluation

Last spring, the board requested a review of our district goals and priorities. Beginning with the big red binders and through a several month long process, the board identified three priority areas: Rigor, Culture, and College/Career Readiness, and four Key Result Areas (KRAs). The four areas of focus are: graduation, attendance, assessment, and opportunities.

I am very excited that my evaluation this year will be based on this new and improved framework. For the first time in seven years, my evaluation will be connected to a combination of specific results and the nine OSBA standards for superintendent evaluations. I am proposing my evaluation be based 65% on results (KRAs) and 35% on the OSBA standards. This ratio will ensure the majority of my evaluation is based on specific key areas of student achievement and success that can be measured from year to year.

We believe in strong systems of support for students and understand that when strong systems are in place in every school and throughout the district, students will be more successful in their learning and staff will be more focused and successful in their work. As a result of this mindset, we have three over-arching systems in place in every school: RTI, PBIS, and AVID. These systems ensure that we continue to grow in the district priorities of Rigor, Culture, and College/Career Readiness.

RTI stands for Response To Intervention. Through the RTI system, school teams use a range of assessments to identify students in need of academic support in the areas of reading, writing, and math. The RTI teams then determine the specific interventions they will use to help students who are below benchmark increase their learning. The RTI system supports increased rigor throughout our schools and helps students who are behind become college and career ready. The RTI system coordinates SPED, Title, and General Fund resources to support student learning and growth.

PBIS stands for Positive Behavior and Intervention Supports. Through our PBIS system, students and staff members are trained to support student behavior universally and specifically in all settings throughout the school. Students in need of additional behavior support to be successful are determined through a variety of school teams and assessments. Interventions are determined, implemented, and monitored by these teams. The PBIS system coordinates SPED, Title, and General Fund resources to improve school culture.

AVID stands for Achievement Via Individual Determination. Through AVID, qualified students have the opportunity to take an elective that will help prepare them for success in college. The school-wide AVID system trains teachers to use a variety of teaching strategies that increase rigor in their courses. The AVID system uses Title, General Fund, and Grant resources to increase rigor, college/career readiness, and school culture throughout the district.
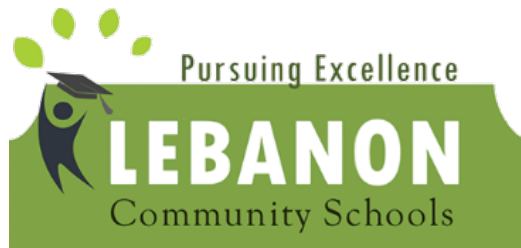
Superintendent Evaluation

Board Priorities

Rigor
Staff uses inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding. Expectations are high for all.

College and Career Readiness
Students are prepared to be successful at the 4 year university level, 2 year college level, trade school, military, CTE programs, or work force depending on their career interests and plans.

Culture
Schools are inviting, encouraging, and positive places to be that listen and respond to student interests, support student needs, and engage parents/community to develop the whole child.

Key Result Areas (KRAs)

	2014-2015	2015-2016	2017 Goal
Graduation: Quantitative Helping students to graduate within four years with a standard diploma and a strong plan for their future is the #1 job of our school district.			
Key Result: 4-year Graduation Rate	62.6	72.21	
Attendance: Quantitative Research shows that when students attend at least 90% of the school days in a year, they are more likely to have the skills and grades necessary to graduate.			
Key Result: Regular Attenders	*See following charts*		
Assessment: Quantitative Students need academic skills in reading, writing, and math to graduate and be college/career ready.			
Key Result: SBAC Success Rate	*See following charts*		
Opportunities: Qualitative Opportunities for students come in a variety of formats and ways throughout their K-12 experience. When students feel connected to school through these opportunities, they are more likely to successfully graduate.			
	NA	NA	NA

Graduation Rate: Leading Indicators

- Graduation Rates
    - RIT System (Alternative Education Programs and Support)
    - Standard diploma in 4-years graduation rate
    - Standard diploma in 5-years graduation rate
    - 5-year completion rate
    - State-defined 4-year cohort graduation rate

- Percentage of Students Passing High School Core Academics (Language Arts, Math, Social Studies, Science)
- Percentage of Students on Track to Graduation (6 credits earned per year)
- # of students involved in the AVID elective
- Effectiveness of the Schoolwide AVID implementation
- Early Education/Pre-School Students Served
- Mobility rate

Superintendent Reflection:

Overview: For the past few years, we have really been focused on improving our four-year graduation rate. I am extremely proud of the progress we have made as evidenced by the 72% graduation rate achieved last year. This is the first time since the state has been tracking this data (2009) that over 70% of our cohort graduated on time. The cohort calculation tracks every student in high school throughout Oregon by their SSID number. The number of students in the freshman class becomes the denominator, and the number of students who graduate on time four years later is the numerator. Students that move out of the District's high school and enroll in another high school are removed from the cohort, and students that move in are included. Students who move out of the state or to another country or into homeschool are removed from the cohort as well. Students who leave Lebanon High School and do not enroll in any other school or program are considered dropouts for our District.

The strength of the cohort graduation rate formula is that it captures every high school student in Oregon and seeks to track where they went and what they achieved (or did not achieve). The weakness is the rate (by the nature of its design) impacts schools and communities with high poverty and mobility to a greater degree than it impacts stable communities. Though Lebanon is not one of the most impacted communities in the state, our poverty and mobility rates are greater than the state average. This is by no means an excuse—just a reality we need to be aware of as we analyze and seek to improve graduation rates for our students.

Graduation Rate Highlights: We had over an 80% graduation rate for students who started at Lebanon High School and did all four years at our school. 259 out of 331 students participated in a CTE program, and they had an 82% graduation rate. CTE concentrators (136 students) hit 89%. Students that were ever in an ELL program graduated at a rate of 93%--the highest of any sub-group.

Areas for Improvement: Though there was not a discernable gap based on race in our rates, we do have a 20% gap between students in poverty and not in poverty. Our boys are 9% behind the girls, and though we have seen improvement in our special education graduation rate at 43%, we

are still below the state average of 50%. The biggest area of improvement is our dropout rate of 16% (55 students). Our goal in this area is zero. At the end of four years of high school, *every student* should have completed a program or be enrolled in a program that results in high school completion.

Superintendent Assessment: **Effective to Accomplished**
I believe the implementation of AVID during the last three years and the strengthening of our RTI program and alternative placement options have made a difference in our graduation rates and dropout rates. Even though our graduation rate has never been better, and we have significantly closed race-based gaps, we still have a ways to go when it comes to serving our poor students, those with IEPs, and our boys. We also need to focus on eliminating our drop out rate.

_____

Board Ranking:

1	2	3	4
Ineffective	Developing	Effective	Accomplished

Comments:

Attendance: Leading Indicators

Percentage of Regular Attenders (at least 90% of total school days) by Grade	2014-2015	2015-2016	2017 Goal
K-3	75.6	78.5	
4-5	81.9	83	
6-8	77.4	79.7	
9-12	64	66.2	

| Percentage of Regular Attenders (at least 90% of total school days) by School	2014-2015	2015-2016	2017 Goal
Cascades	77.3	77.6	
Green Acres	69.6	81.9	
Pioneer	75.1	83.8	
Riverview	77.8	78.5	
Hamilton Creek	79.9	77.7	
Lacomb	85.6	81.8	
Seven Oak Middle School	77.1	77.4	
Lebanon High School	66.2	67.3	

Superintendent Reflection:

Last year regular attendance (as measured by being present 90% of the school days) increased at every benchmark level district-wide. Every school (except Lacomb) showed an increase in the percent of regular attenders. Green Acres and Pioneer showed the biggest increases in attendance over the last year, and even though Lacomb's percentage decreased, they still registered the 2nd highest attendance rate in the district. Each school has an attendance committee that meets regularly to design incentives and provide interventions for students who are chronically absent. Research has shown that students who attend less than 90% of the time are far less likely to graduate from high school on time.

Superintendent Assessment**: Accomplished**
It is a big achievement to see across the board attendance increases at every benchmark level.

_____

Ranking:

1	2	3	4
Ineffective	Developing	Effective	Accomplished
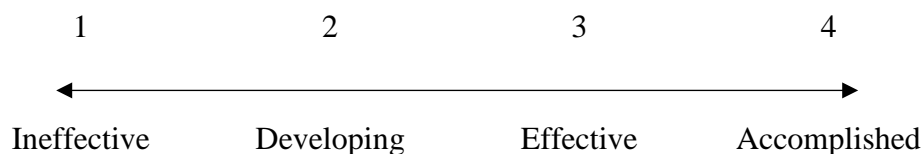
Comment:

Assessment: Leading Indicators

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
3-5	44.6	46.7	
6-8	49.2	45	
11	56.1	59.1	

English/Language Arts SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades	46	46	
Green Acres	37.5	36.6	
Riverview	39.5	37.6	
Pioneer (3-8 data)	47.1	42.2	
Hamilton Creek (3-8 data)	53	53.9	
Lacomb (3-8 data)	60.7	70.8	
Seven Oak Middle School	43.6	37.3	
Lebanon High School	56.4	60	

Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by Grade	2014-2015	2015-2016	2017 Goal
3-5	43.9	41.8	
6-8	39.2	38.4	
11	27.9	32	

Math SBAC Success (Percent of students receiving 3 or 4 on the state assessment) by School	2014-2015	2015-2016	2017 Goal
Cascades	40.5	43.2	
Green Acres	27.5	36.1	
Riverview	38.9	29.9	
Pioneer (3-8 data)	41.5	38.4	
Hamilton Creek (3-8 data)	43.3	41.4	
Lacomb (3-8 data)	51.7	53.5	
Seven Oak Middle School	36.1	32.7	
Lebanon High School	28	32	

Effect Size (.40 equals a year's growth in a year's time)

Grade	Math	ELA
4th to 5th	**.73**	**.62**
5th to 6th	**.41**	**.56**
6th to 7th	.13	.28
7th to 8th	.37	.29

Other Assessments
- Essential Skills (high school)
- STAR Assessment (K-5)
- Map Assessment (6-12)
- AP Passing Rate
- PSAT, SAT, ACT
- Report Cards (GPA)
- Teacher developed formative and summative assessments

Superintendent Reflection:

In the area of assessment we saw solid growth at the high school level in both math and ELA (reading and writing). Our middle school students (6-8) district-wide went down in both math (less than 1%) and ELA (4%). At the elementary level, we saw growth in ELA and lost ground in math. Lacomb and LHS were the only schools that showed growth in both math and ELA on the SBAC assessment.

It is important to remember when comparing year-to-year assessment scores by school, we are looking at different cohorts of students. At the high school level, the entire cohort is a different group of students, and on average 25% of the students who take the SBAC with us on one year will not take it with us the next year. We use Effect Size to measure student growth with the same group of students. In the science of Effect Size, .40 equals a year's growth in a year's time. With this measurement, we are showing strong growth from 4th to 5th grade and 5th to 6th, weak growth from 6th to 7th, and average growth from 7th to 8th.

Superintendent Assessment: **Effective**
I am proud of the increasing achievement we are seeing at the high school level and growth at the elementary level. We need to focus on more achievement throughout the district and specifically improvement and achievement at the middle level. Our emphasis and professional development around rigor will help us achieve this goal.

Ranking:

1	2	3	4
Ineffective	Developing	Effective	Accomplished
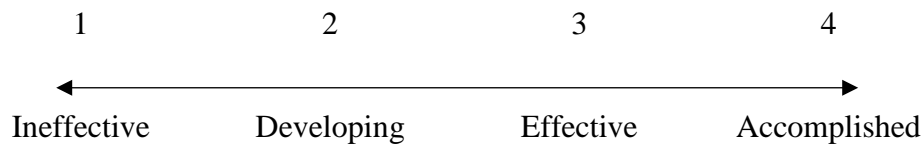
Comment:

Opportunities: Leading Indicators

- AP Enrollment
- AP Offerings
- CTE Programs
- AVID Elective
- Middle School Electives and Activities
- Elementary School Counseling, Music, PE, and Art
- Access to Technology (K-12)
- Alternative Learning Settings and Support
- Sports, Clubs, Activities, and Electives
- Social and Emotional Support
- Pre-School opportunities and partnerships

<u>Superintendent Reflection:</u>

In my opinion, we have achieved the most in this area. At the high school level, we increased AP enrollment over the past few years from 80 students to 384. We have expanded CTE programs and offerings and added counseling and music throughout the district. We also now have world languages and art at the middle school level. We have expanded AVID district wide, and every year we are increasing access and opportunity to technology. We have a variety of clubs offered throughout the district including after school clubs and summer school. We have a robust alternative education program that provides a variety of options for students. We have added middle school sports and operate an activity bus from our country schools so that all students who want to participate have that chance. Our high school students are achieving athletically and artistically at state championship level in several sports and activities. It takes resources to provide opportunities for our students, and since Oregon as a state is only at 80% of the identified funding level for a quality education (QEM), it is remarkable that we have been able to provide this level of opportunity for our students. This is a tribute to the quality staff we have working with our students in these areas.

<u>Superintendent Assessment:</u> **Accomplished**
Regardless of funding from the state during this biennium, we need to do our best to make sure we do not go backwards in this area.

_____

<u>Ranking:</u>

1	2	3	4
Ineffective	Developing	Effective	Accomplished
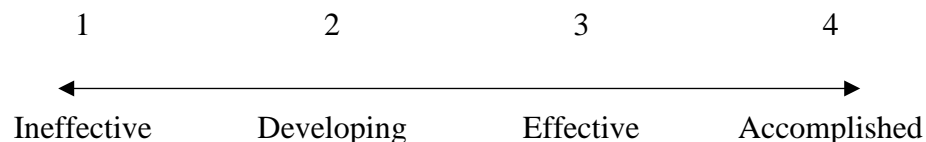
<u>Comment:</u>

Reflection on the OSBA Standards

Standard 1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Superintendent Reflection: Last spring staff and I worked with the board to identify the top priorities of Culture, Rigor, and College/Career Readiness along with four key outcome areas. We have taken these ideas and incorporated them into every school's board presentation and school goals. Though I am extremely proud of this work since it incorporates what we have been doing for the last seven years, we have just developed this particular framework, and it will take some time for the entire district to become familiar with the model. Assessment: **Effective**

Standard 2: Policy and Governance

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Superintendent Reflection: We have set up a strong system of policy and governance support to ensure that our district is up to date with all policies at the state level. I am involved at the state level to advocate for better resources and working conditions for public schools, and I am familiar with state and federal changes as they occur. I strive to maintain a positive and healthy working relationship with the board. Our policies work to support students so that all students can have the opportunity to a quality education. Assessment: **Accomplished**

Standard 3: Communications and Community Relations

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

*Superintendent Reflection: I work hard to make myself accessible and visible to staff, students, board members, and the community. I try communicate important items at the appropriate time. Every board meeting is planned with this mind, and I strive to make sure the meetings are meaningful and informative. I am in every school multiple times each month for a variety of purposes. This past year I was involved with the Chamber, Optimist Club, Blue Zone proposal, Boys and Girls Club partnership, and Rotary Club. Even though I am very involved in the community and in our schools, I have yet to develop a true 360 degree feedback system with differentiated questions for staff, students, parents, and community members. I have been in contact with OSBA and plan to work with the board this spring so we can get increased feedback from our stakeholders. We recently started a district Facebook page, but we need to improve the quality and function of our website and do better outreach and communication with the community and our vision for the district. Assessment: **Effective***

Standard 4: Effective Management

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Superintendent Reflection: See Standard #7.

Standard 5: Curriculum Planning/Development

This standard addresses the superintendent's skills in staying up-to- date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Superintendent Reflection: See Standard #6.

Standard 6: Instructional Leadership

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

*Superintendent Reflection: Standards #5 & #6 are my two strongest areas. As an instructional leader, I spend a great deal of time learning about curriculum planning/development and how to implement it effectively. I have written about these topics extensively and taught other leaders around the state and nation on them. My expertise in this area was one of the reasons we implemented AVID—as I saw this model as the most comprehensive and effective system for improving the instructional quality in all of our classrooms around the district. With dedicated staff working on both elementary and secondary curriculum planning and training, we have made huge strides in this area, and it is showing in our results. Assessment: **Accomplished***

Standard 7: Resource Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

*Superintendent Reflection: Standards #4 & #7 are related. We continue to have strong operational systems in our district. This past year the Food Service program operated with a positive cash flow, and we have provided free lunch for all of our in town elementary school students. Our transportation program remains extremely efficient, and we added custodial services to all of our schools. We continue to invest wisely in our facilities, including technology. We have strengthened our human resources department and have begun defining our processes and developing new ones that will help improve the efficiency of our district. Assessment: **Accomplished***

Standard 8: Ethical Leadership

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Superintendent Reflection: I strive to be an ethical leader who can be trusted to follow through and treat everyone with dignity and respect. This past fall I was part of a district team that went to a Courageous Conversations training to learn how to address race related topics within our district. It is important that all students and families in our district feel safe and supported in our schools and community. I am committed to this effort. Assessment: **Effective**

Standard 9: Labor Relations

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Superintendent Reflection: I have a high regard for the bargaining units in our districts and strive to have a positive relationship with both unions. As a member of the labor management team for certified staff, I work to resolve issues before they become concerns, and I have a team of effective leaders that works with school board members when it comes to our bargaining process. Assessment: **Effective**

LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
MINUTES
November 17, 2016 - 6:00 PM
Lacomb School – 34110 E. Lacomb Road, Lebanon, Oregon 97355

A regular School Board Meeting was held at Lacomb School on November 17, 2016. Those present included:

Richard Borden, Director   Rob Hess, Superintendent
Jerry Williams, Director   Bo Yates, Assistant Superintendent
Russ McUne, Director   Jennifer Meckley, Director of Human Resources
Mike Martin, Director
Kellie Weber, Director

Minutes recorded by Nicole Hundley, Executive Secretary.

AUDIENCE COMMENTS

Chair Russ McUne welcomed audience comments.

Kathryn Fleishman spoke about her desires for full-time music and band offerings at Lacomb School and Hamilton Creek School. She discussed the part-time position that is currently open and supports both schools, half the year at each. She felt this was not sufficient to provide core curriculum to the students and to build the high school programs. She noted that there were music specialists at the in-town K-5 schools and she felt this was unfair.

Tim Klient asked that the Board again consider drug testing athletes.

GOOD NEWS/COMMUNITY COMMUNICATIONS

1. **Report:** 2016 OSTA Outstanding High School Classroom Teacher – Emmet Whittaker
2. **Report:** Linn County Farm Bureau Ag Educator of the Year - Mike Wilson

Laura Foley reported that the Oregon Science Teachers Association honored Emmet Whittaker as the High School Classroom Teacher of the Year. The Linn County Farm Bureau honored Mike Wilson as the Ag Teacher of the Year. She noted how important it is to have recognition for their work.

3. **Report: Lacomb School**

Principal Tim Geoghegan presented a video tour of Lacomb School and students. Tim Geoghegan noted that there have been several requests for open enrollments at Lacomb, both formal and informal, that have had to be denied due to the classes being at capacity. He discussed the school's new playground, which is the result of over two years of fundraising, matching grants, and over 2,000 volunteer hours.

Tim Geoghegan then reviewed the presentation demonstrating how Lacomb School is making progress towards the Board Goals, outlining the steps they are taking towards preparing students for graduation, increasing attendance, and reviewing their SBAC scores and opportunities. Discussion ensued regarding inter district transfers to Lacomb, the greenhouse and future garden classes, algebra offerings, and CPM. Discussion also ensued regarding music offerings. Tim Geoghegan noted that the District is holding interviews soon for the music teacher position. We are doing what we can within the budget. If funding allowed we would to have full time music and band, but until then we will continue to build the program as funding allows.

4. Report: Class of 2016 4-Year Cohort Graduation

Rob Hess reviewed the Class of 2016 Four-Year Cohort Graduation Rate Data. The state uses this system to track students from when they enter 9th grade. Students that move to another district are then counted in that district's cohort rate; students that move to our district are then counted in our cohort rate. Our graduation rate is over 80% for students that start with and stay with the District for all four years. There are 55 non-completers, students that left Lebanon High School and have not been found enrolled in another school. We try to find them to help prevent inaccurate drop-out rates. Rob Hess discussed the post-graduate scholars and modified diplomas. Modified diplomas now count as graduation, so those students can now apply for FAFSA for college financial aid. The cohort graduation rate of 72% is the highest we have seen. The Every Student Succeeds Act benchmark is 70%, so it is important that the District is already above benchmark. We continue to improve the graduation rate for special education students, which was at 43.9%. Ever English Learners had a 93.75% graduation rate, which was even higher than TAG identified students. Rob Hess explained that homeschool students, online education, and students' placed in the District's alternative education program are included in the figures tagged with the district number for the school number. Rob Hess noted that CTE Participants and CTE Concentrators had graduation rates of 82.24% and 89.71%, respectively. This shows the importance of continuing to develop these programs. Kellie Weber asked what CTE programs we currently offered, and staff listed culinary, business, marketing, welding, construction, pre-engineering, drafting, computer science, agriculture, electronics and health occupations. Rob Hess noted that Measure 98 may create resources for CTE, and we are waiting for the state to pass the rules by March 1. Funds should be available in July 2017, and this should be included in budget committee discussions on what programs we would like to create. Mike Martin asked about the special education graduation rate, and Jan Sansom noted that it is improving each year and this is the highest we have seen. Bo Yates discussed the impact that mobility has on our students' graduation rates, and the importance of having programs that attract and keep students in school. Discussion ensued regarding chronic absenteeism and the impact that CTE programs can have on reaching some of our struggling groups, such as economically disadvantaged students.

GENERAL BUSINESS

1. Policies

(a) Information Only: New Policy GBA-AR: Veterans' Preference

This policy was recommended by OSBA. The Board had no questions.

(b) Action: Adopt Policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education on seconding reading

Jerry Williams made a motion to approve Policy IGAI: Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education on seconding reading. Mike Martin seconded the motion. The motion passed unanimously.

2. Report: Oregon Rising

Rob Hess reviewed the Oregon Rising report, which was the largest organized survey effort on education opinion in Oregon. The overarching themes from that are highly qualified teachers and opportunities for students. Public school leaders plan to use this survey to advocate for more funding in the next biennium. Several members of the public responded in the survey that they would be willing to help advocate for resources. Rob Hess will be a part of the advocating team and asked interested Board members to let Nicole Hundley know if they would like to join.

<div align="center">**DEPARTMENT REPORTS**</div>

1. **Finance**

   (a) Report

   Linda Darling discussed the financial report. Our ending balance has slightly decreased, but will continue to change until the audit is completed. The forecast was released last week, which showed stable funding. However, with Measure 97 not passing, there is a $1.7 billion shortfall statewide. We will know more on December 1 when the Governor's budget is released. At OSBA, a potential $7.98 billion for the next biennium was discussed. We are currently at $7.4 billion, and this may translate into $1.1 million more for the District next year. With an estimated $1.4 million increase for payroll and associated costs, the potential increase in biennium funding will still result in a shortfall for 2017-2018 and beyond. She will keep the Board informed as there are still several moving pieces.

   (b) Discuss: Budget Meeting Calendar

   Linda Darling reviewed the proposed budget calendar for 2017-2018. OSBA can conduct budget committee training on February 9. They offered six hours, and we have asked for much less. The Board recommended receiving the packet for review ahead of time and then having a one to two hour training session for questions and clarification. The calendar will come back to the next meeting as an action item.

2. **Operations**

   (a) Action: Approve Contingent Sale of Crowfoot Property

   Bo Yates reported that he has been working with the City to sell the Crowfoot Property. They are taking the sale to the City Council for approval in January, and have proposed an $80,000 purchase price. This is a competitive offer and the funds would be used for CTE and building construction. The City intends to use the land for a roundabout in conjunction with the County. Mike Martin made a motion to approve the sale of the Crowfoot property for $80,000 to the City of Lebanon contingent on the City's approval, with the proceeds earmarked for CTE but final funds to be determined at a later date. Richard Borden seconded the motion. The motion carried unanimously.

<div align="center">**COMMUNICATION**</div>

1. **Board Communication**

Kellie Weber asked that student athlete drug testing be added to the next meeting agenda for discussion. Richard Borden asked that Kraig Hoene be present and that other schools' policies also be presented.

Mike Martin commented on how nice the new signage is on Airport Road.

Jerry Williams discussed his recent attendance at the OSBA Convention. He discussed a forestry CTE program with provided funding and resources. He noted how important it is that the legislature hear from Board members, staff, and the public on the importance of education funding.

2. Superintendent Communication

(a) Action: Approve Superintendent Evaluation

The Superintendent Evaluation has a January deadline, so Rob Hess presented three components that had previously been discussed for Board review. The three components are the results/Board goals review, the OSBA nine standards, and the 360-degree evaluation questions. Mike Martin discussed the process involved in creating the 360-degree evaluation questions with Jennifer Meckley and Kim Grousebeck from Human Resources and Jerry Williams. The questions were derived from the nine OSBA standards. They had five conversations with OSBA and met three times. Mike Martin recommended it be anonymous so honest answers could be obtained via Survey Monkey, which is only sent out to specific email addresses allowing only one response from each email. Mike Martin discussed how they were concerned about the weighting of the 360-degree evaluation, but the OSBA provided guidance that it is not weighted as a part of the overall evaluation, but is a tool provided to the Board for consideration when completing the nine standards evaluation. The OSBA said that the results/board goals component could act as "standards" 10-13, so they can be equally included in the weighting. Mike Martin felt that the way the Board has averaged the ratings for each standard into one final rating does not allow for a full picture and clouds the highs and lows. He recommended not averaging the standards but giving one number for each so areas for improvement can be better identified. He said it was important that the Board provide a combined final evaluation for the superintendent in an executive session. This would take much more time than in the past and would require a secretary. Mike Martin discussed the need to know and define what is exceptional and what is meeting the expectation.

Jerry Williams noted that establishing the evaluation year's format should be completed immediately after the evaluation, not several months into the cycle. Mike Martin stated that there is a compressed cycle due to the January 30 deadline in the superintendent's contract.

Rob Hess noted that he is in favor of a more robust evaluation process, but has issue with not being included in the creation of the 360-degree evaluation questions. He was not invited to any of the meetings.

Russ McUne stated that he has issues with the 360-degree evaluation as presented, as the public will not be able to answer several of the questions. He felt the questions were not helpful and that adding the 360-degree evaluation to the superintendent's evaluation process was too fast. He would like OSBA to come in and help create the process. He was opposed to anonymous responses, as he felt that responses in the public forum result in more meaningful answers. Russ McUne suggested that the Board move forward with the results/Board goals component and the nine standards, but postpone the 360-degree evaluation until it can be better developed. Discussion ensued. Richard Borden also opposed the 360-degree evaluation as provided. Kellie Weber stated that she felt she needed some input from teachers, staff and the community to provide their perspectives so she could evaluate the superintendent. She suggested a 360-degree evaluation of the entire District to provide feedback to the Board and leadership. Richard Borden noted that the Board needs good feedback, and he did not feel this was achieved through the provided 360-degree evaluation questions, as they were not digestible by the public. Rob Hess stated that he felt the questions were confusing, and if the 360-degree evaluation was going to be attached to his evaluation he would like it to be done right with useful questions. He proposed doing a full-district 360-degree evaluation like Kellie Weber suggested.

Mike Martin then suggested sending the current 360-degree evaluation questions to staff only. Russ McUne noted that then it is not a 360-degree evaluation. Discussion ensued. Mike Martin read the previous year's evaluation and noted that there is no room for improvement. Richard Borden stated that this is why the Board wanted to improve the evaluation process, to provide better feedback for the superintendent. Discussion ensued.

Jerry Williams stated that he felt Rob Hess should be more involved in the process and that the district-level 360-degree evaluation would be more valuable. He was against using the provided 360-degree evaluation. Richard Borden and Russ McUne also opposed the provided 360-degree evaluation. Kellie Weber stated she wanted more information, but did not feel the provided 360-degree evaluation was the correct solution. Mike Martin was in favor of incorporating the provided 360-degree evaluation in this year's evaluation.

Rob Hess stated that he did not want to include the 360-degree evaluation. He did feel that a district-level 360-degree survey would be helpful and would like the Board to be involved in that development, but it should not be tied to his evaluation. His number one goal is making things better, and people do not like change. If you are trying to change things, people will be upset. Rob Hess agreed that in his next contract, the date of his evaluation should be changed. As the superintendent must agree to the evaluation process, the Board will move forward with the first two components only for this evaluation year.

(b) Discuss: Electronic Board Packets

Nicole Hundley reviewed a new electronic Board packet program, BoardEffect. The Board was in favor of moving forward with the program and asked that it be brought as an action item at the next meeting.

(c) Discuss: Election Impact

Rob Hess discussed the divisiveness resulting from the election. There was a meeting recently at Green Acres School to address scared Latino families. He noted that the District wants to support families, and our job is to care for kids.

CONSENT AGENDA

1. **Action: Approve October 16, 2016 Board Minutes**
2. **Action: Approve Hiring/Transfers/Leave of Absence**
   a. Cami Beaty, Math Teacher – LHS (Temporary)
   b. Nathan B. Gartner, Math Teacher – Seven Oak Middle School (Temporary)
   c. Kathryn Baldwin, 2nd Grade Teacher – Hamilton Creek School (Temporary)
   d. Dawnae Gabel, Reclassification – Secretary to Administrative Secretary
   e. Vickie Kommer, Reclassification – Administrative Secretary to Administrative Assistant
   f. Shelly Shank, Reclassification – Secretary to Administrative Secretary

Richard Borden made a motion to approve the Consent Agenda. Jerry Williams seconded the motion. The motion carried unanimously.

ADJOURN

The meeting adjourned at 8:10 PM.

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Russ McUne, Board Chair

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Rob Hess, Superintendent

Enclosure F-1