

Improvement Plan Report

A detailed activity report of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation information, omitting the details of the tasks.

Foster Elem

Key Indicators are shown in **RED**.

Comprehensive Achievement Indicators

Comprehensive Achievement Indicators		
District and School Structure and Culture		
Indicator	DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/14/2013
	Describe current level of development:	<p>Staff works together to ensure our PBIS rules are being implemented throughout the school. In addition, we have instituted the "Be Kind" program. Classified staff discuss be safe, be respectful, be responsible at their classified staff meeting for areas that they monitor often such as the playground, cafeteria, and library. The certified staff members talk about ways they can help the students be safe, respectful, and responsible in the classrooms when in their staff meeting.</p> <p>As a school, we plan to continue these discussions as issues arise that need addressed. We plan to provide more staff development for classified staff with student monitor duties. Our goal is to improved consistency throughout the building. We are also making some modifications to our PBIS program, including a new class menu of incentives for PAWS slips and Mr. Potato Head attendance goals. We want to get the older kids more engaged in the program by offering more options.</p>
Plan	Assigned to:	Not yet assigned

Indicator	DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/05/2013

Evidence:	<p>Foster Elementary School Mission Statement</p> <p>We Foster...</p> <p>Future Success Opportunities to Explore Self Worth Thinking Enjoyment of Learning Respect and Responsibility</p> <p>"We learn by doing."</p> <p>Our mission statement is established and everyone in the building strives to meet the statement. We will continue to promote our statement this year and in future years until we create another statement.</p>
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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 10/16/2013
	Describe current level of development:	<p>The teachers have professional development opportunities to prepare them to help parents help their children. The professional development for teachers includes explicit instruction, autism 101, strategies for teaching and practicing phonemic awareness, increasing student engagement through opportunities to respond, helping reluctant learners, and the big 5 of reading. By providing this professional development to teachers, they are better prepared to help the parents of the students in our school.</p> <p>We will provide opportunities for parents to be involved in their child's education. As listed in our parent involvement plan, we will invite parents to school to play math games with their child. We will send home packets, games, and books to encourage parents to work with their child at home.</p>
Plan	Assigned to:	Not yet assigned

Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/15/2013

	Describe current level of development:	<p>Currently, our school uses DIBELS Next and Star Reading to identify students that need additional support either in or out of the classroom in reading. We use Aimsweb Computation, Aimsweb TENS, and Star Math to identify students that need additional support in math. We also use OAKS test data.</p> <p>These indicators have proven to be effective in both reading and math. We will support the students with either extra Title 1 support in the classroom or we will serve the students in a small group in the Title 1 room with a curriculum that is geared towards meeting the specific skill deficit. We will progress monitor the students to ensure they are making growth and if they are we will continue the intervention and if they aren't we will try a different intervention to help them be successful.</p> <p>We follow timelines as set by our RTI Process Flow Chart to assure timely assistance.</p>
Plan	Assigned to:	Not yet assigned

Indicator	DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.(3165)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/16/2013
	Evidence:	<p>Our school has activities to help students transition into elementary school and then from elementary school to middle school. We host a kindergarten round-up each year in the spring for incoming kindergarteners to meet their teacher and get familiar with the classroom; it also is a chance for parents to fill out the paperwork required for registration and to meet and discuss any concerns they may have about the transition to public school with their child's teacher. For the students getting ready to move on to Junior High, the sixth graders get a visit from the middle school principal and the counselor so they know what to expect when they move on to Junior High. Some of the sixth graders take a field trip to the Junior High and parents are invited to a parent meeting so they know what to expect with this transition.</p> <p>We need to continue to support these programs because they are successful for students at our school.</p>

Indicator	DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/16/2013

	Describe current level of development:	Our school has many services and programs in place with the intent of improving student learning. Our ESD is a support system for our school. They provide behavior, language (speech), and other specialists when needed for our school. We have a YST team that meets as needed to help students and families that have been identified as having need. Each year in the spring, we have a Head Start meeting to meet with and prepare incoming kindergartners and their families for school. There are also Early Intervention meetings for any students that need additional support. Numerous support groups in the community offer their services to the families and students. These meetings and services are coordinated at the district level.
Plan	Assigned to:	Not yet assigned

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 10/16/2013
	Describe current level of development:	We use effective small group instructional strategies for teachers and paraprofessionals. The school principal, specialists, classroom teachers, and Title 1 teachers use various strategies. Training on those strategies is done with professional development days and staff meetings. We will continue to work on this throughout the year.
Plan	Assigned to:	Not yet assigned

Indicator	EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013

	Describe current level of development:	<p>Foster uses evidence-based core curriculum with all students in both reading and math. Teachers use instructional strategies that are grounded in evidence-based practices. The instructional strategies strengthen the core academic program and increase the quality and quantity of learning time. Teachers use strategies that engage all students. They also use the PBIS principles in their classrooms. Teachers address the learning styles and needs of all students, including low achieving students and students working above their grade level.</p> <p>Teachers use the RTI framework as well as PLC's to monitor individual student progress as well as overall class growth.</p> <p>The district adopted new reading and math curriculums in they last two years that are aligned to the CCSS. Teachers are implementing these in the core instructional time. However, we still have some weaknesses in math fluency and reading foundational skills. As a building, we have added the "Number Talks" program to our math time twice a week. We are also planning to add a K-2 "walk-to-read" reading block to strengthen our beginning reading skills. We will also analyze our SBAC data when it becomes available to determine if there are other areas that we need to work on.</p>
Plan	Assigned to:	Not yet assigned

Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/05/2013
	Describe current level of development:	<p>Our plan states that that we will provide effective small group instructional strategies for teacher and paraprofessionals through professional development days and staff meetings. We will have evidence of this by the DIBELS, OAKS, Star, AIMSweb, TENS, and principal observations.</p> <p>We have been working towards implementing these small group instructional strategies with our PD day Fridays through professional development with both certified and classified.</p> <p>We also need professional development on the new ELA curriculum, Benchmark Literacy, and strategies for math fluency.</p>
Plan	Assigned to:	Not yet assigned

Indicator	EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/06/2013

	Describe current level of development:	<p>We use DIBELS, STAR math and reading, and AIMSweb testing to assess strengths and weaknesses of the curriculum and instructional strategies. We meet monthly with each grade level to determine how our students in the RTI process are progressing and if we need to make any changes to the curriculum or the instruction. We also talk about classes as a whole and see if the data we have is a true representation of the work the student is able to complete. We discuss individual students as well as groups of students and their progress.</p> <p>Our plan is to continue with this process, as it has been working in prior years and it is working this year as well. These team meetings are a good chance for us to make sure we are talking about each kid and their progress and whether or not we need to make any changes to the instruction or the curriculum.</p>
Plan	Assigned to:	Not yet assigned

Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/14/2013
	Describe current level of development:	<p>In our school, we use PBIS to encourage positive behaviors. We have in our plan to implement PBIS goals (both for the classroom and other areas of the school) to reduce referrals and attendance concerns, which in turn improve student engagement and effect student learning. We plan to work as a PBIS team (including the principal and counselor) and use the PBIS (SWIS) data during monthly meetings. The evidence we will use is our SWIS data, attendance data, and our school climate survey to determine if we have met this goal. Our PBIS team will evaluate results and present the findings to Foster staff 2 times per year by June 2014. By using these PBIS goals and strategies, we will encourage student engagement and effective student learning.</p> <p>In our classrooms at Foster, we have many sound classroom management practices that encourage student engagement and effect student learning. We use active engagement, choral responses, partner work, and we teach and re-teach rules and routines. We plan to keep these practices in place as they are working for the school and the students.</p>
Plan	Assigned to:	Not yet assigned

Indicator	EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013

	Describe current level of development:	The Sweet Home School District has developed a new educator evaluation and support system that includes elements of Oregon's framework for educator effectiveness. The new system is pretty involved, there will be aspects of it that will need to be worked out as it is implemented throughout the year.
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	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/08/2013
	Describe current level of development:	At Foster Elementary School, we currently have several activities for parents, families, and community members. We have a give away book basket at conferences that encourages students and families to attend; they get a ticket to be entered into a drawing to win one of the baskets if they attend conferences. We purchase books to send home with students over Winter Break, encouraging them to read to family members while they are home. We are involved with the community members with several community activities including Smokey Bear, Fire Posters made by students in correlation with the Oregon Department of Forestry, and an Arbor Day Poster Contest which is supported by the City of Sweet Home. We encourage parent volunteers in our classrooms and on field-trips. We welcome parents and community members to attend our monthly awards assemblies as well as our Spring Play and other performances throughout the year. During late February/early March we host a Dr. Seuss Night to encourage parents and families visit the school and celebrate reading. Over the summer, we provide a summer packet and free books for all students to keep the students involved in educational activities and work with family members on the skills we have been learning at school. We plan to continue implementing this indicator in much the same fashion as we are currently implementing it as it has been successful for our students and community.
Plan	Assigned to:	Not yet assigned

Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013

	Describe current level of development:	<p>Foster Elementary has a good connection with parents through activities and newsletters that are sent home. We have Dr. Seuss night, math activity night, the staff vs. student basketball game, and outdoor school in which parents are quite involved in their child's school. There is a monthly newsletter that is sent home from the office with updates about school activities. Teachers and the principal make phone calls home when students are absent from school. We are hoping that these activities help parents feel connected to their child's school and feel the importance of school and how their involvement can positively impact their child's education.</p> <p>We also provide resources so that parents can work with their children at home. Twice a year we send learning packets with math activities, new books, and practice pages to work on at home. We also provide information about learning websites that students can access from home.</p> <p>We will continue with the above activities. Although we make every effort to have a large number of parents involved, we are always striving for more involvement. So many studies show that increased parental involvement leads to increased student achievement.</p>
Plan	Assigned to:	Not yet assigned

Indicator	FC3.3 - The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/14/2013
	Evidence:	We have met this indicator, although we need to continue to work with it each year in order to stay in compliance. As described in our Parent Involvement Plan, we have a school Title 1 Parent Meeting each year and review our school's improvement plan, parent involvement plan, compact, and student/parent handbook. We also have the Districtwide Stake Holders Meeting each year and an invite is sent to all parents. A presentation is made at this meeting that details how all of the Title funds in our school are spent.

Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	<p>The Title 1 teacher sends home activity packets for each student during the breaks throughout the year. There are math packets and books to read over Winter Break and math packets during Spring Break. During conferences, the teachers talk with parents about what they can do at home to help their child be successful in school.</p> <p>We need to continue the above activities to keep parents informed about how they can support their child's learning at home.</p>

Plan	Assigned to:	Not yet assigned
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/08/2013
	Describe current level of development:	<p>We currently have several parent involvement activities for the parents and families at Foster Elementary. We have a give away book basket at conferences that encourages students and families to attend; they get a ticket to be entered into a drawing to win one of the baskets if they attend conferences. We purchase books to send home with students over Winter Break/Spring Break, encouraging them to read to family members while they are home. During late February/early March we host a Dr. Seuss Night to encourage parents and families visit the school and celebrate reading. We invite and encourage parent volunteers to help out at Foster Elementary in the classroom and/or on field trips. We send invitations to parents for our monthly awards assemblies. Over the summer, we provide a summer packet to keep the students involved in educational activities and work with family members on the skills we have been learning at school.</p> <p>We plan to continue implementing this indicator in much the same fashion as we have in the past as these activities have been successful for our students and families at Foster Elementary.</p>
Plan	Assigned to:	Not yet assigned

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	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	<p>Involving parents in decision making for the school is very important. We invite all parents to the Annual Meeting where they have a chance to look over the activities for the year and provide input. They can look over the Title 1 compact and parent brochure and provide feedback. Parents are included on the Site Council, although only one parent is actively involved. During Site Council, we review policy, budget, and Title 1 information.</p> <p>This year, we need to keep the same involvement with parents, or even increase the involvement. It would be good to try to increase the number of parents on the Site Council and have more parents attend the Annual Parent Meeting.</p>
Plan	Assigned to:	Not yet assigned

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 12/05/2013
	Describe current level of development:	Currently, we have Title 1 Compacts for all of the students which involve goal setting. There is very little preparation for post-secondary education, as we are an elementary school. The teachers discuss careers with the students during their regular classes, but as far as formal preparations, we don't do much. In the future, we will put more emphasis on the CCSS links that link to career preparedness.
Plan	Assigned to:	Not yet assigned

Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 11/14/2013
	Describe current level of development:	In our school, we currently have parent meetings with students who have chronic absences/tardies and who are not making adequate academic/behavior progress. The school principal, classroom and title teachers, and specialists will provide the leadership for this goal. We will work on this from October 2013-June 2014. We use (and will continue to use) school resources to schedule meetings, district data system for tardies, SWIS for behaviors, and meetings with parents to help with this goal. We will use our improved attendance rates, higher percentage of behavior success from tracking cards, and higher academic gains as our evidence. Classroom and title 1 teachers, as well as the school principal will document meetings and discussions. For all students, we hold parent/teacher conferences in the Fall and Spring. Parents are notified about their child's progress with report cards and are given a copy of their child's OAKS scores and other benchmark testing scores. We will continue with these types of communications and meetings as they have been successful for our school and students.
Plan	Assigned to:	Not yet assigned

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** 12/05/2013

	Describe current level of development:	Our building principal provides great leadership to our staff. However, leadership is also distributed amongst the staff as several big decisions are made through a consensus of the staff. We are planning to have teacher/peer observations to see effective instructional strategies. We plan to cover the time out of the classroom with subs and use the data to determine what strategy interventions are needed.
Plan	Assigned to:	Not yet assigned

Indicator	LDR5.10 - School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/17/2013
	Describe current level of development:	School leadership facilitates needs assessment based on student achievement, educator effectiveness, teaching and learning, and family community involvement. We are less consistent in our needs assessment process for other areas. The Site Council can facilitate a needs assessment in technical and adaptive leadership, district and school structure and culture, as well as educator effectiveness and teaching and learning.
Plan	Assigned to:	Not yet assigned

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	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	The Sweet Home School District has implemented a new teacher and administrative evaluation system. This system has aligned observations with evaluation criteria and the teacher's specific needs as far as professional development. This is a new system so it will be revised as needed as it is implemented.
Plan	Assigned to:	Not yet assigned

Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013

	Describe current level of development:	The leadership within the school has established team structures with clear and specific duties. The members of our Site Council, PLC groups, and PBIS committees all have clear and specific duties. Each year we re-visit the duties of each member and make shifts if needed. We plan to keep this set up, as it is working well for our school.
Plan	Assigned to:	Not yet assigned

Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	Foster School leadership has a lot of authority to make necessary decisions that result in increased learning outcomes. The principal evaluates progress of the students as well as many different committees. The principal can make changes to increase learning outcomes, or a committee can work together with the principal to make a decision to change an aspect that will benefit the students.
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	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/16/2013
	Describe current level of development:	The school leaders at Foster Elementary promote equity, cultural competence, and high expectations by reviewing academic and behavioral data on students monthly at our PBIS meetings. We ensure that all students, including those with disabilities and who are culturally different, are achieving at a high level. We intend to keep the level of PBIS involvement the same this year and in the years yet to come.
Plan	Assigned to:	Not yet assigned

Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/16/2013
	Describe current level of development:	The principal of Foster is always doing what is best for kids. The principal is continually monitoring individual student achievement and the development of interventions via the RTI process, which includes monthly meetings. The principal also does walkthroughs with feedback to teachers and assistants. Providing more professional development on effective instructional practices that increase student engagement for reluctant learners is included in our schoolwide plan.
Plan	Assigned to:	Not yet assigned

Indicator	LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/06/2013
	Evidence:	All teachers and paraprofessionals at Foster Elementary School are highly qualified in their assignment. We have allotted money to help with Professional Development to keep them up-to-date with new requirements to maintain highly qualified status.

Indicator	LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/16/2013
	Evidence:	All of the certified staff at Foster Elementary School are highly qualified. We will continue to keep the staff highly qualified by offering coursework and some reimbursement of funds for teachers to take classes.

Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/16/2013
	Describe current level of development:	School leadership at Foster review implementation and the outcome of the school improvement plan often. It is reviewed at Site Council meetings and during Professional Development days. Also, at the end of the year there is a staff evaluation. We will continue to review the school's improvement plan throughout the year. We will update the school improvement plan as needed, as a group (Site Council). These changes will be communicated to staff during Professional Development Days and to the parents and community via parent newsletters.
Plan	Assigned to:	Not yet assigned

Comprehensive Achievement Indicators

Teaching and Learning

Indicator	TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013

	Describe current level of development:	Currently, the certified staff members are engaged in aligning instruction and all assessments to CCSS. However, paraprofessionals are not involved in the process. We are planning to do more training for the classified staff so they are more aware of the Common Core State Standards and how they relate to instructional and assessment changes. We are also hoping to continue training for the certified staff as well.
Plan	Assigned to:	Not yet assigned

Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	Currently, at Foster School our system for monitoring student achievement relies mainly on assessments given by the classroom teacher that are then scored by hand. Technology is used mainly for the STAR tests and OAKS which do not provide frequent feedback that relates to the standards. We have a Benchmark Testing Schedule in place where we assess all students in the fall, winter, and spring. Students are given the DIBELS assessment (K-6), AIMSweb assessment (TENS for K-1, and computation for 1-6), Star Reading (1 (optional) 2-6), Star Math (1 (optional) 2-6). We hope to create common assessments for K-2 Number Sense and Problem Solving. The principal and the K-2 teachers will use math program assessments during a common meeting time to develop the common assessment to be used. We hope to have other forms of technology to aid with monitoring student achievement.
Plan	Assigned to:	Not yet assigned

Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 12/05/2013
	Describe current level of development:	At Foster School, the certified staff analyze student assessments. The assessments are examined during PLC and RTI meetings. Paraprofessionals are not involved in either of these meetings. The paraprofessionals that work on academics with students in our building are either Title 1 assistants or Special Education assistants, so they are aware of the specific learning needs of the students. The paraprofessionals communicate on a timely basis with their supervising teacher to keep them informed of student progress. We need to keep the current level of implementation.
Plan	Assigned to:	Not yet assigned

Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 01/24/2013
	Describe current level of development:	<p>Planning Meetings based upon formative and cumulative data are held three times a year.</p> <p>We hold monthly Professional Learning Committees meetings (PLCs) that examine formative student assessment and adjust instruction and intervention for differentiated instruction.</p> <p>Response to Intervention (RTI) meetings are held each month discuss individual student assessment based on academics, attendance, and behavior.</p> <p>Positive Behavior Intervention Support (PBIS) Meetings- are held 6 times per year- we review school-wide and parent climate survey data, behavior data Universal Screening Tools for students in the high risk category, Functional Behavior Assessment and Check-In/Check-Out data, and data response to interventions in place as part of the PBIS school plan.</p>
Plan	Assigned to:	Not yet assigned

March 17, 2016