

Reports - Comprehensive Report

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status <hr/> Full Implementation 09/05/2013
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	<p>Galesburg Community Unit School District 205 has trained and appointed personnel within each of its elementary, middle and high school(s) to consult, coach and/or support school the building administrator and school leadership teams in their individual school improvement efforts. These internal and/or external personnel (Capacity Building Coaches) are under the direction of the superintendent and other the central office administration to clearly communicate the district's vision, goals, policies and procedures, as well as provide a continuous "Culture of Candor"/communication/feedback loop between the schools and the district. The Capacity Building Coach will meet with district and school leadership teams each month to establish an effective and efficient team structure. This person will be responsible for the following: 1. Provide guidance and help to accelerate the school-level improvement process through articulation of the over-arching district goals and objectives of improving student achievement. 2. Assist the School Leadership/Improvement Teams in assessing and identifying strengths and weaknesses based on their individual school, classroom and student-level data. 3. Assist each school to summarize and analyze the strengths and weaknesses from their data to identify internal and external factors that may have contributed to the results. 4. Guide district and school leadership teams to use the Rising Star on IIRC platform, school improvement indicators and Wise Ways research to assess their current level of development and/or implementation in all eight essential areas for effective school improvement. 5. Provide an environment within all teams where administration, staff and any/all stakeholders can communicate openly and honestly in the endeavor of moving towards the goal of school improvement and reaching consensus in those objectives. 6. Help school leadership/improvement teams prioritize and organize their goals/objectives. 7. Guide the school leadership/improvement teams to create a school improvement plan that embeds the district's goals and vision but also includes indicators that identifies the specific areas of need, as well as in keeping focus those things that individual schools are doing well. 8. Support all schools through the on-going monitoring of their school improvement plans and efforts by asking essential questions for self-assessment purposes. 9. Seek professional development opportunities, materials, resources, etc., that will help schools in achieving their school improvement plan's goals and objectives. 10. Provide examples of successful instructional strategies, best practices, and other curricular models that other high-achieving schools and districts with similar demographics (inside and outside of our district) have used.</p>

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status <hr/> Full Implementation 05/23/2013
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school leader, Angie Stockman, is the instructional leader and is highly visible in classrooms. Mrs. Stockman uses the Instructional Practice Inventory to provide grade level teachers with level of student engagement data. This information is shared at the faculty meetings to encourage an increase of student engagement as a building. Mrs. Stockman discusses lesson plans with teachers, questions what the students are learning, and gives suggestions for extending lessons. All grade levels gather AIMSweb data monthly and analyze to create short-term and long-term goals. This was encouraged by Mrs. Stockman at the beginning of the year and she is very involved with the process. Climate of high expectations are evident through use of school-norm based data instead of National-norm based data. Mrs. Stockman provides opportunities to learn more about the Danielson model for teacher evaluations through optional meetings each week. Mrs. Stockman focuses on each indicator and what evidence will be found in the proficient and distinguished levels. Monthly committee meetings are directed by agendas created by Mrs. Stockman to keep a common focus among all grade levels. Minutes are kept on a document which was created by Mrs. Stockman and shared school wide.

IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)	SP	Status <hr/> In Plan Objective not assigned
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	Our Principal, Angie Stockman, continually analyzes student data through AIMSweb, routinely makes classroom observations with the purpose of making adjustments in curriculum and instruction to advance student learning. Due to multiple unavoidable trainings and school building issues has led to limited time for Mrs. Stockman to provide informal observations in the classrooms. However, she is highly visible throughout the building during most school hours. Also due to the impending changes in curriculum and teacher evaluation system, Mrs. Stockman's feedback has been limited to informal verbal communication and feedback with staff.	

Plan

Assigned To	Not yet Assigned
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IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
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)

Current level of development or implementation:	Mrs. Stockman informally walks through classrooms and provides information on student engagement through the Instructional Practice Inventory. She has shared engagement activities and lessons with all faculty that she has witnessed while walking through classrooms. Mrs. Stockman has encouraged teachers to watch their colleagues, observe the different teaching styles among grade levels, and utilize new teaching strategies. DUE to time, building conditions, and upcoming curriculum changes, implementation is limited at this time. During grade level meetings, Mrs. Stockman attempts to meet with each grade level or team in order to provide support and suggestions for improvement. Our district has implemented a mentor system which places a veteran teacher with a new teacher to the district. Experienced teachers are mentored for one year while new teachers are mentored for two years.
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Plan

Assigned To	Not yet Assigned
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IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status
			In Plan 0 of 4 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	Targets and objectives are starting to be aligned to the Common Core standards by some grade level teams and individual teachers. Evidence of discussions during grade level meetings and RTI meetings are present, but there is no written plan for standards-aligned units at this time for Silas Willard. Instructional teams are made by grade level members. Until the district finalizes a curriculum plan based on the Common Core, implementation will be limited.	

Plan

1	Assigned To	Angela Stockman						
2	How it will look when fully met:	<p>Beginning in the 2013-14 school year all teachers will review the newly adopted Common Core State Standards curriculum documents in the areas of ELA and Math to fully implement and align them with their own units of instruction. Teachers will identify skills/targets, activities/assessments and a variety of resources to address the new common core standards within their own lesson plans. Teachers will collaborate with other teachers within their grade levels and across the district to investigate ways to provide consistency in those instructional units by building 4-Quarter plans to address the high mobility of students.</p> <p>Until common core aligned textbooks and/or a 1-to-1 technology/device initiative is adopted within the district then teachers should begin exploring, investigating and sharing common core aligned resources through websites and other teacher forums and blogs, as well as utilize resources that are currently begin used within current classrooms/grade levels.</p>						
3	Target Date:	05/30/2016						
4	Tasks							
1	Discuss expectations as to where each grade level wants to be in a year in regards to implementing the Common Core State Standards. (At grade level meetings)							
	Assigned to	Angela Stockman	Start Date	11/12/2013	End Date	11/27/2013	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments							
Task Completed								
2	All teachers will review the district four quarter plans aligned to the common core state standards and begin to align units of instruction at their grade levels.							
	Assigned to	Angela Stockman	Start Date	11/12/2013	End Date	05/30/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

[Optional meetings will be held to discuss and provide resources for comprehension strategies aligned to the common core state standards.](#)

Assigned to	Christine Feltes	Start Date	01/01/2014	End Date	05/30/2014	Timeline	
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Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.

Budget & Funding Sources(\$)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

[Utilize internet resources to research and explore the common core state standards. Includes PARCC, Study Island, ISBE, FCRR, etc.](#)

Assigned to	Julie Jordan	Start Date	08/12/2013	End Date	05/30/2016	Timeline	
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Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.

Budget & Funding Sources(\$)

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0

Comments

Task Completed

Implement

Percent Tasks Completed	0%
Objective Status	

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status
			In Plan No Tasks Created

Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	Grade level meetings are scheduled monthly for each grade level to assess progress monitoring data including: AIMSweb data, ITT data, ISAT data and other grade level data. Instructional strategies are discussed and groups are rearranged after reviewing the data. Grade level data is used to align instruction with the strengths and weaknesses shown. Instruction is driven by the assessment data. Not all grade levels are fully aligned to each other in regards to grade level content and instructional strategies. Although grade levels are teaching majority of the same content, individual teachers choose when and what instructional strategies they will implement for their classroom and their students. As we prepare to implement the Common Core National Standards, District 205 is reviewing, discussing, and aligning current District curriculum and assessments to the Common Core. Each grade level has had the opportunity to review the Common Core Standards, discuss questions or suggestions for change, and attempt to align current instructional strategies and content used in their classroom.	

Plan

1	Assigned To	Angela Stockman
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2	How it will look when fully met:	<p>Teachers regularly look at student data to make decisions regarding their curriculum and instructional strategies. Instructional delivery, grouping of students, interventions administered, and curriculum pacing are guided by this review of data. Teachers will formally meet monthly (at minimum) as grade level teams to align curriculum, discuss best practices, and analyze student data. Teachers will also regularly meet informally. During monthly data share days, teachers will review and update any student data in the electronic student data wall/spreadsheet(s). These meetings will follow an agenda and minutes will be recorded.</p> <p>Grade levels and the school improvement/leadership team with review multiple data points on an annual basis to help identify strengths and weaknesses, as well consider internal and/or external factors that may have affected the data. Further considerations about the curriculum, instructional strategies, resources, activities/assessments and benchmarks will be also be reviewed and adjusted for reading and math based on national norms. Instructional teams will use both district and school norms for further analysis if needed. Grade level and building wide data goals will also be developed based on data.</p> <p>RTI and grade Level/Department early dismissal days will be used to enter student referrals, enter progress monitoring, prepare intervention plans, prepare intervention groups, analyze data, collaborate with interventionists and classroom teachers, plan lessons, and any other task that enhances student achievement.</p>
3	Target Date:	05/29/2015
4	<p>Tasks</p> <p>There are no tasks created for this Objective</p>	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	<p>Status</p> <p>Full Implementation 05/23/2013</p>
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	<p>1. Diagnostic-prescriptive assessments : Majority of grade levels implement several diagnostic prescriptive assessments throughout their curriculum. Higher grade levels are implementing pre and post tests. 2. Embedded assessments - Grade levels implement instructional activities that provide a picture of the student's level of objective mastery. 3. Periodic assessments - Grade levels are implementing Rigby PM, AIMSweb, Sight Word assessments, and ITT. 4. Annual assessments - Silas Willard currently implements the ISAT testing for grades 3-5 AIMSWeb and Skyward are two electronic databases that house the data information for students. Study Island, ITT and Mobi Math provide automatic data for each student. The following are several ways Silas Willard teachers record student assessments: Grade books, anecdotal notes, charts and graphs, school wide data wall, and Rigby Levels.</p>

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP, RTI, ELL, SW	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	Majority of grade levels provide differentiated instruction in their classroom by providing choices for activities to show mastery of an objective and provide small group instruction for students that need more assistance and differentiated homework assignments. RTI (zoom) time provides the opportunity for students to work in small groups in relation to certain skills that need strengthening. Students can also choose enrichment activities during RTI (zoom) time.	

Plan

Assigned To	Not yet Assigned
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IIIA35	Students will be engaged and on task. (1161)	SP	Status
			In Plan 5 of 10 (50%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation
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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)
Current level of development or implementation:	Teachers at Silas Willard present targets to students that show what they learn in the activity. Teachers use student friendly "I Can" statements. Teachers constantly monitor student activity after concept is introduced. Teachers provide immediate feedback to students during engaging activities. Students participate in lively discussions, participate in hands on learning activities, engage in technology lessons. Students are made accountable for their scores by viewing graphs and charts from progress monitoring.	

Plan

1	Assigned To	Angela Stockman					
2	How it will look when fully met:	When this task is fully implemented, students will be engaged daily in higher levels of thinking through discussions and creating student products. Students are active in the learning process by utilizing technology and cooperative learning techniques. Through the IPI process, teachers will increase levels of student engagement in fives and sixes. Teachers will self-monitor student engagement through evaluating their lessons as to which level of engagement the lesson should fall in IPI.					
3	Target Date:	05/29/2014					
4	Tasks						
1	Professional Development for student engagement will be provided at the Dist 205 Fall Institute day. Ron Clark will present on student engagement.						
	Assigned to	Kim Lakis	Start Date	10/11/2013	End Date	10/11/2013	Timeline
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.						
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds

								0
Comments		Ron Clark presented at the Fall Institute. The teachers will focus on integrating movement into their curriculum and find new and exciting ways to teach concepts. Teachers will provide opportunities for students to EARN success.						
Task Completed		10/11/2013						
Professional Development will be offered to the Dist. 205 at the Spring 2012 Institute teachers on student engagement with LeVonna Roth.								
Assigned to	Kim Lakis	Start Date	04/02/2012	End Date	05/31/2012	Timeline		
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.								
2	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
Comments		Teachers attended the Spring 2012 Institute and participated in "Engage Me, Please!" by Lavonna Roth (a national speaker) on teacher directed strategies focused on engaging students.						
Task Completed		03/30/2012						
Three teachers will be trained in the IPI (Instructional Practices Inventory)								
Assigned to	Angela Stockman	Start Date		End Date		Timeline		
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.								
3	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
Comments		Bridget Gummerson, Dawn Smith, and Mike Rux were trained in the Instructional Practices Inventory (IPI) in May 2013.						
Task Completed		05/30/2013						

4	Set one IPI observation day for Silas Willard (internal) trained teachers to observe engagement at Silas Willard.							
	Assigned to	Angela Stockman	Start Date	09/23/2013	End Date	12/20/2013	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
Comments		Silas Willard trained teachers in IPI will observe teachers on 11.6.13.						
Task Completed		11/06/2013						
5	Conduct internal IPI observation walk throughs at Silas Willard.							
	Assigned to	Angela Stockman	Start Date	09/20/2013	End Date	12/20/2013	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
Comments		Bridget Gummerson, Dawn Smith, Mike Rux conducted the internal IPI observation walk throughs on November 6, 2013.						
Task Completed		11/06/2013						
6	Share IPI data with staff at a building level to identify professional development and student engagement needs.							
	Assigned to	Angela Stockman	Start Date		End Date		Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							

Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
Comments							
Task Completed							
Provide professional development on student engagement strategies.							
Assigned to	Angela Stockman	Start Date		End Date		Timeline	
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
7							
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
Comments							
Task Completed							
Conduct external IPI observation walk throughs at Silas Willard.							
Assigned to	Angela Stockman	Start Date	01/13/2014	End Date	05/30/2014	Timeline	
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
8							
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0
Comments							
Task Completed							

9	Set one IPI observation day for district (external) trained teachers to observe engagement at Silas Willard.							
	Assigned to	Angela Stockman	Start Date	01/10/2014	End Date	05/30/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments							
	Task Completed							
	10	Teachers will identify the 5 and 6 levels of engagement in their lesson plans.						
Assigned to		Angela Stockman	Start Date	11/18/2013	End Date	08/30/2016	Timeline	
Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.								
Budget & Funding Sources(\$)								
District		Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
Comments								
Task Completed								

Implement

Percent Tasks Completed	50%
Objective Status	

IIB06	All teachers systematically report to primary caregivers the student’s mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	Status <hr/> Full Implementation 05/23/2013
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Parents are provided with a quartely report card, mid term report, IEP updates, Annual IEP meetings, completed assignments and assessments sent home, required Fall parent/teacher conferences and optional Spring parent/teacher conferences, school and grade level newspapers, homework logs (agendas, reading logs), school website. Monthly calendars are sent home to parents and weekly schedules are posted on the school entrance. Teachers make themselves available to parents before and after school.

IIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status <hr/> In Plan 0 of 5 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)

Current level of development or implementation:	Teachers promote student engagement and introduces objectives prior to starting activities. Students are encouraged to work in small groups and in pairs. There is less indepedent work and more collaboration with peers. Students are provided enough wait time to answer higher level questions. Teachers provide more choices for students to be involved in their learning or topics of study. For example, choices of topic and how to present the information. Students are provided opportunities for higher level processing. Due to limited implementation of Common Core standards and lack of professional development, this cannot be fully implemented.
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Plan

1	Assigned To	Angela Stockman
2	How it will look when fully met:	When this indicator is fully implemented, teachers will provide sufficient wait times for student responses, model proper behaviors for cooperative learning, teach higher-level questioning, provide differentiated instruction and assessments, and encourage peer collaboration. Teachers will provide a safe environment that will encourage students to take risks and actively participate in their learning. Students will self-evaluate and monitor their progress, both behavioral and academically. In regards to the Danielson Evaluation Model, 80% of Silas Willard teachers will earn a proficient or higher rating in Domain three.
3	Target Date:	05/29/2015

4 Tasks

1	Three teachers will be trained in the IPI (Instructional Practices Inventory)							
	Assigned to	Angela Stockman	Start Date	01/29/2013	End Date	05/08/2013	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Bridget Gummerson, Mike Rux, and Dawn Smith				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
	Comments							
	Task Completed							
	Set two IPI observation days for trained teachers to observe engagement at Silas Willard.							

2	Assigned to	Angela Stockman	Start Date	10/16/2013	End Date	05/29/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Internal and External				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0	
Comments								

Task Completed

Conduct internal and external IPI observation walk throughs at Silas Willard.								
3	Assigned to	Angela Stockman	Start Date	10/16/2013	End Date	05/29/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0	
Comments								

Task Completed

Share IPI data with staff at a building level to identify professional development and student engagement needs.								
4	Assigned to	Angela Stockman	Start Date	10/16/2013	End Date	05/29/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							

12/5/2013 9:17:25 AM

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
Comments							
Task Completed							
Provide professional development on student engagement strategies.							
Assigned to	Angela Stockman		Start Date	10/16/2013	End Date	10/16/2014	Timeline
5	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.						
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0
Comments							
Task Completed							

Implement

Percent Tasks Completed	0%
Objective Status	

IVA03	The school's Compact will outline the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Status
			In Plan Objective not assigned

12/5/2013 9:17:25 AM

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(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)
Current level of development or implementation:	Currently we have a district wide document that provides the responsibilities and expectations of the just the parents.	

Plan

Assigned To	Not yet Assigned
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		SP	Status
IVD01	The school's Compact will be annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	1	(Priority Score x Opportunity Score)
Priority Score:	1	(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)
Current level of development or implementation:	Currently, the district annually distributes responsibilities and expectations of teachers but no expectations are placed on teacher and student at this point.	

12/5/2013 9:17:25 AM

Plan

Assigned To	Not yet Assigned
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			Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	Full Implementation 05/23/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Silas Willard provides parents several opportunities to have an ongoing conversation with their students' teachers through: Parent/Teacher Conferences (twice a year) Response piece on the report card envelopes/midterms PTO meetings Open Houses Phones in all classrooms Agendas Teacher e-mail addresses provided Informal conversations (playground, school events, before and after school, etc.)

		Status
IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP Full Implementation 05/23/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Although demographics are changing, Silas Willard has continued to meet AYP goals. Historically, the relationship between Silas Willard and parents has always been strong. This is attributed through ongoing communication as well as high academic and behavioral expectations. Grade levels send home curriculum expectations to parents. Newsletters are created and sent home for continuous communication about activities.