

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.

8/3/2016

Howard Elem NCES - 410474000544

Eugene SD 4J

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016	
	Evidence:	<p>Howard has a culturally diverse population. The school staff strive to provide cultural awareness and inclusion in a respectful and safe way. Schoolwide programs such as PBIS provides consistent expectations for all students. Teaching, reteaching and frequent reviews give students the knowledge and practice needed to be successful. Frequent communication with parents regarding behavioral referrals provides communication and an opportunity for cultural understanding. The Caring School Community curriculum from The Center for the Collaborative Classrooms provides social skill instruction, communication building strategies for students, problem solving techniques and community building. This program allows teachers to set up a safe and respectful space for conversations with students and between students.</p> <p>Many staff have attended Taking It Up/Carrying It Forward - a cultural awareness and responsive "training". Over the course of two days, individuals are guided through a historical look at discrimination, segregation, and biases. Personal philosophies and perceptions are discussed and biases (conscious and unconscious) are uncovered. The training provides a powerful lens for seeing equity and culture around us.</p> <p>As a PBIS school, Howard has implemented school wide expectations for all students. Be safe. Be Respectful. Be responsible. These rules are taught explicitly three times per year. Students and groups are acknowledged for their appropriate actions with Beep-Beep tickets and through boosters which are group rewards earned with tail feathers. Student referrals include adult and student conversation and communication with home.</p>	
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	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/12/2016	
	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	The School Mission Statement is: We seek to maintain a spirit of joy in	

	development:	<p>learning, cooperation in doing, and optimism for success and the future. Our goal is to have every student exceed state standards in all academic areas.</p> <p>We will annually review our mission statement with staff and families. Our mission statement should be a guiding principle for future decisions as a building. We will also consider if there are any potential revisions we want to make, though the CAP team felt our mission statement succinctly summed up our building goals and priorities. This is a very easy area to address.</p>
Plan	Assigned to:	Allan Chinn
	How it will look when fully met:	This objective will be fully met when all staff are familiar with and support the school mission statement, with the mission statement acting as a guiding principle for building decisions. Steps will be taken to review the mission statement with staff and families, where stakeholders will be given an opportunity to provide feedback for any potential revisions to the statement. Evidence that the objective is fully met would be meeting minutes from staff meetings and parent group meeting indicating that the mission statement was reviewed and that stakeholders were given an opportunity to provide input and feedback. Additionally, in regards to the mission statement acting as a guiding principle for decision making, we would want to have evidence that the mission statement is used during the decision making process by both staff and the PTO.
	Target Date:	05/31/2017
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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 04/12/2016
	Explain why not a Priority or Interest:	<p>This aligns closely with FC3.4 & 3.5 which are included in our plan.</p> <p>Howard does not currently provide parent support/education with in-class opportunities/at-home opportunities other than volunteering. This will be more deeply addressed in the noted indicators.</p>
Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	<p>Howard is a Title One school with many resources for supporting student learning and intervention. In accordance with the 4J school district IIPM (Instructional Intervention Progress Monitoring) model, Howard provides instruction in a multi-tiered model - whole group, small group, intervention as needed. A team of grade level teachers, Special Education teachers, Title One and Essential Skills Coordinator, and administration meet every 6 weeks to review data, including but not limited to: classroom formative assessments, the district easyCBM benchmark and progress monitoring, attendance. Academic interventions are then suggested and implemented with review occurring in the next 6 week cycle.</p> <p>IPBS is an intensive behavior support program that provides plans for students identified with behaviors impacting their learning. Referrals by staff are made or based on data in order to identify students needing</p>

		<p>the greatest support. Plans for behavior modification are developed and implemented with bi-monthly review.</p> <p>Howard has three identified Special Education programs - Life Skills, Comprehensive Learning Center and Learning Center (aka Resource Room). These programs provide different levels of support for students identified with learning disabilities or other health impairment. Evaluation to special education in the LC and CLC levels are made through referrals in the IIPM process and with recorded interventions in order to meet the needs of least restrictive environment setting and legal responsibilities.</p>
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	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 04/12/2016
	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:	<p>Kindergarten orientation is conducted each spring following our kindergarten registration push. At the kindergarten orientation, families meet the teachers, learn about a typical kindergarten school day, meet building support staff (secretary, counselor, school nurse, etc.), our parent organization, and also have the opportunity to ask any questions they might have.</p> <p>Howard Elementary School hosts two preschool programs in our building. One is the first school district sponsored preschool and is being funded by the state Preschool Promise grant. This program will operate similar to Head Start, except that our program will serve students 200% below the poverty level, as compared to Head Start who serves students 100% the poverty level. This program will have a licensed teacher and two educational assistants, as well as a Family Resource Center Coordinator component. Howard has a history of partnering with The Early Education Program (EEP), who have worked out of our building for a number of years and will continue to do so next year. EEP is Lane County's largest specialized preschool. They serve preschoolers with special needs, including autism, ADHD, and other developmental delays. Many students from both of these programs will eventually become Howard students, so we greatly benefit from being connected to these students early on during their preschool years.</p> <p>Similar to our partnership with EEP, we work closely with Early Childhood CARES (ECCares). ECCares provides early intervention and early childhood special education to infants, toddlers and preschool age children. Services are individually designed to address the special needs of the young child with developmental delays or disabilities. All services are free of charge to eligible children. ECCARES is affiliated with the College of Education, University of Oregon.</p> <p>The school district Early Childhood Team (ECT) will also be housed in our building next year, creating an even stronger connection between the different early intervention programs (Head Start, EEP, ECCares,</p>

Preschool Promise, etc.) that feed into our full-day kindergarten program. The ECT is in charge of transitioning all students from the regional early intervention programs into school across the school district. Howard Elementary School will particularly benefit from having such a close connection to this team in the future.

Regarding transition from elementary school to middle school, we have strong connection to our feeder middle school and an established routine for making this transition from elementary to middle school smooth for students and families. Howard 5th graders meet with former Howard students who now attend Kelly MS. Those middle school students welcome the 5th graders and share lots of information of how middle school works. Students on another date tour the middle school and get to see where they'll be going in the fall. Families are also invited to these events and there is also a separate parents meeting for 5th grade parents to learn more about Kelly Middle School and to meet the administrators and the 6th grade teaching team. In terms of communicating with the middle school, there is a set meeting where Howard teachers and counselor meet with the Kelly MS team. Information is shared about each students in terms of academic, behavior, social and emotional progress. Howard and Kelly MS also partner on events throughout the year and middle school helpers come to visit and volunteer at Howard on a weekly basis. We have Kelly classes that have elementary "buddy" classes. The Kelly MS Band has also come for presentations to share about extra-curricular activity opportunities. Howard 5th grade teachers have communicated with the middle school regarding what skills students need to be successful for starting middle school; academically, organizationally, and behaviorally.

Plan	Assigned to:	Not yet assigned
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	<p>Howard Elementary School provides the following services and programs with the aim of optimizing the entire educational program to improve student learning:</p> <p>** Looking Glass Counselor - A full-time on-site counselor from Looking Glass provides ongoing counseling support to students qualifying through the Oregon Health Plan. The counseling program offers outpatient mental health services for children, youth, and adults who are experiencing difficulties in their lives. Therapists help families address a wide range of mental, emotional, behavioral, and situational issues. Looking Glass take an individualized, strength-based, solution-focused approach to helping clients and families meet their unique treatment goals. Oregon Health Plan and most private insurance are accepted. Grant funding is available for clients who qualify.</p> <p>** Full-time school counselor - A full-time counselor provides social skill instruction, emotional health support, family resources, specific student support, behavioral intervention support. Additionally, the counselor works with staff on how best to support student success. They do this on a 1:1 basis and also in a more structured setting as a co-leader of our Individualized Positive Behavior Support (IPBS) team. The counselor addresses academic development, career development, and personal/social development of students; utilizing leadership, advocacy, and collaboration. The counselor promote student success, provide</p>

preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students; involves the principal and/or administrator and other school/District staff in making decisions about the school counseling program; advocates for all students; provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students; consults with students, parents, teachers, and other school and community members to assist in meeting the needs of all students; coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.

** Student Care Team - Howard is in it's third year with a regional group of administrators and counselors that meet with DHS social workers to discuss and find support for families. The goal of the group is to prevent child abuse and neglect by working together as a team to discuss concerns about children/families, problem solve solutions, collaborate, and assist in brokering resources for families. Common referrals to the team include:

- Death of a parent
- Incarcerated parent- concerns about recent incarceration or pending release
- Homeless or impending homelessness
- Unknown if open CW case but has concerns that were called in
- Domestic Violence
- Extreme behavior issues- additional supports needed outside of school
- Specific resource needed but unknown where to refer
- Medical concerns about the child or other family member

** ELD - English Language Development is provided to students who are learning English as a second language. Qualifications are based on the ELPA (English Language Proficiency Assessment. Students are pulled out for 30 minutes of English language and vocabulary instruction daily.

** Special Education students are pushed into classrooms, with support (inclusion) and pulled out for specific instruction

** Title One services - students are supported in reading and math instruction with academic interventions for students below the 30th %ile on benchmark assessments

** IIPM - regularly scheduled meetings every 6 weeks to discuss student academic progress

** Speech - 1:1 pullouts for shorter time periods - specific instruction on language development and articulation

** Cross-grade level buddies collaborate at grades K/3, 1/4, 2/5 to read, do projects, mentor per the Caring for Kids program adopted in 4J

** Middle school WEB (Where Everybody Belongs - 6th graders) leaders mentor the 5th grade students at Howard Elementary School High School AVID students visit 3rd grade each month to mentor in

reading and projects
 Middle School AVID students visit 1st & 3rd grades weekly to read together and provide mentoring

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 04/12/2016	
	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:	<p>Currently we do not have any time set aside for collaboration by Educational Assistants (EAs) for work with cooperating teachers (classroom, Title 1, SPED, etc.). Classified staff are also unable to attend monthly staff meeting due to meeting times falling outside of their regular work hours. Classified staff are able to attend building and district progressional development days when they fall on non-student days. Licensed staff grade level teams meet regularly, but are not formally scheduled. Data team meetings are formally scheduled every six weeks, which is where intervention teachers (Title 1, SPED, ELD, etc.) meet with grade level teams to collect and chart data, analyze strengths, needs and obstacles, establish goals, determine intervention strategies for Tier II and Tier III, and verify that intervention implementation is clarified.</p> <p>Strategies to strengthen staff working collaboratively to plan for improving instruction and student success will be included in indicator EE2.3 - Objective: Professional development activities for all staff (principals, teachers, and paraprofessionals) will be aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.</p> <p>These strategies include:</p> <p>Setting formal grade level meeting times, which will include focused guidelines and expectations. Staff will be trained on how to best use these collaboration times.</p> <p>EAs will will have scheduled times to collaborate with cooperating teachers and to receive targeted professional development from LC and SPED licensed staff. Twice a month on Wednesdays there will be no intervention groups pulled and these dates will be set aside for collaboration and professional development. If extra time is available, it will be used to assist with progress monitoring of Tier III students.</p> <p>Data Team meetings will be scheduled for Tuesdays on the day before the above described Wednesday collaboration/PD dates, allowing for licensed staff to communicate any changes to EAs regarding the make-up of which students will receive which services and/or any changes to instructional approaches or changes to intervention group focus areas.</p>
--	--

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 04/12/2016	
	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:	<p>Currently classrooms use the district adopted curriculum (with supplementation as appropriate). The English Language Arts adopted curriculum is the common core aligned Houghton Mifflin Journeys program. The adopted district math curriculum is Investigations, though the school district is planning to go through an adoption process during the 2016-2017 school year to adopt a common core aligned math program. For science, the school district just this past year adopted FOSS (Full Option Science System). For writing, the school district has adopted Being a Writer.</p> <p>In the Title 1 classrooms, a variety of interventions programs are used, most of which focus on working with struggling readers. Some of these programs include Houghton Mifflin intervention materials, ERI (Early Reading Intervention), comprehension focused programs, and other programs as needed.</p> <p>For monitoring student progress, we use the district-wide assessment system, easyCBM. The measures offered through easyCBM have been designed using the most modern approaches to designing, testing, and revising student assessments. The reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report. Included are measures of early literacy (Letter Names, Phoneme Segmenting), phonics (Letter Sounds), fluency (Word and Passage Reading Fluency) vocabulary, and reading comprehension. The easyCBM math measure our school district uses is based on the Common Core State Standards in Mathematics.</p> <p>Data Team meetings are held every six weeks, which look at the progress monitoring data collected through easyCBM as well as looking as classroom based measures and other information collected in the classroom. Data Teams are collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. They focus teachers' attention on student learning by identifying a specific skill or topic with which students are struggling and collaboratively develop a set of strategies to bring all students to mastery. They adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.</p> <p>A related area of focus is meeting the needs of not just struggling students, but meeting the needs of higher achieving students. Teachers work to ensure they are meeting students' instructional level and rate of learning every day in the classroom across the curriculum. Classroom teachers assess a student's level and rate in all subject areas and modify the instruction to provide appropriate content challenge and instructional pacing. For meeting higher achieving</p>	

		students or TAG (Talented and Gifted) students' needs, we may want to consider external resources for supporting higher achieving students, such as community resources, such as those offered through the University of Oregon, or looking at advancing students into middle school level of courses when appropriate (possibly during their 6th period after our school day has finished). We may also contact the school district's TAG Coordinator for additional training and input in regards to integrating more strategies into classrooms instruction for gifted learners, along with differentiation across curriculum content and grade levels. This is an area that will be addressed in our plan in indicator EE2.3 - Objective: Professional development activities for all staff (principals, teachers, and paraprofessionals) will be aligned to ensure continued growth in content knowledge as well as in effective instructional delivery. (3169)
Plan	Assigned to:	Not yet assigned
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/12/2016
	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:	<p>At Howard professional development is primarily district directed. Outside of district identified professional development release days, Howard has three designated days for its own professional development. The Howard days have been used to support reading and math, equity/school climate, and other district required PD that hasn't fit into the schedule on district days.</p> <p>Classified staff attend district provided professional development twice annually, in September and January. Topics range across academic and behavioral areas. Paraprofessionals choose which breakout sessions to attend.</p> <p>District and Howard PD days include all staff (principal, licensed and classified staff). Any professional development that occurs after the school day only includes licensed and administrative staff. After school PD's have included technology training via the TLT (Technology Leadership Team), the equity (Taking it Up) team, and information from content area representatives.</p> <p>The building administrator's weekly email update includes links to articles on best practice and other resources.</p>
Plan	Assigned to:	Allan Chinn
	How it will look when fully met:	<p>Professional development will be planned in accordance with district initiatives on district provided professional development days. Over the next three years, Howard professional development days will include:</p> <ul style="list-style-type: none"> - a schoolwide conversation about grade level continuum of skills and non-negotiable skills/must have aligned with common core when entering each grade level. This will allow communication between grade levels and better prepare students at the beginning of each year. - In alignment with Indicator 2.1 - collaborative planning: beginning

		<p>with a set time and place to model and practice collaboration and in completion of the 3 year plan, all staff will utilize a designated collaboration time as needed by their team.</p> <ul style="list-style-type: none"> - In alignment with Indicator 2.2 - use of instructional strategies to strengthen core - In alignment with Indicator 2.4 instructional teams use a variety of data to guide instruction - In alignment with Indicator 2.5 - all staff use sound classroom management practices <p>Wednesdays will be designated as a professional development days for paraprofessionals.</p>
	Target Date:	06/03/2019
	Tasks:	
	1. Schedule a day and time, twice monthly, for grade level collaboration meetings.	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Frequency:	once a year
	Comments:	A professional development session will be provided to discuss what collaboration can look like.
	2. Schedule a PD session (half day time allotment) for collaboration discussion and preparation toward grade level collaboration meetings.	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	09/30/2016
	Frequency:	once a year
	Comments:	What does collaboration look like? What are topics of collaboration? Template for guidance.
	3. Schedule paraprofessional collaboration meetings every other Wednesday.	
	Assigned to:	AJ Hruby
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Frequency:	twice monthly
	Comments:	
	4. Schedule multiple PDs to discuss instructional strategies and initiatives throughout the year.	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Comments:	Instructional strategies: tier 2 reading, writing across the curriculum Initiatives: Science, Math pilot?
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
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		

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 04/12/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Data Team meetings are held every six weeks, which look at the progress monitoring data collected through easyCBM as well as looking as classroom based measures and other information collected in the classroom. Data Teams are collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. They focus teachers' attention on student learning by identifying a specific skill or topic with which students are struggling and collaboratively develop a set of strategies to bring all students to mastery. They adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action. Title One and Special Education supports are then implemented to provide interventions for students who are struggling or behind grade level.</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 04/12/2016	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Howard Elementary School was an early adopter of Positive Behavioral Interventions and Supports (PBIS) and continues to have a strong program today. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.</p> <p>Additionally, classroom teachers implement strategies from the Caring School Community (CSC) program. CSC is a nationally recognized, research-based program for grades K–6 that builds classroom and schoolwide community while developing students' social and emotional skills and competencies.</p> <p>Majority of staff use sound classroom management practices that encourage student engagement and affect student learning. When issues do arise, school administration addresses concerns with those individual staff members on what they can do to improve.</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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Educator evaluation and support systems are district guided and implemented. Howard uses the mandated Talent Ed system which aligns with Danielson framework. Teacher observations and evaluations are in accordance to year placement in cycle (probationary and temporary, 1, 2, 3 year). Pre-/Post observation meetings are conducted between the administrator and teacher.

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 04/12/2016	
	Evidence:	Greeted by multiple staff in building. Invited to PRIDE assemblies. Family movie night, literacy events, curriculum night. Carnival.	
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)		
Status	Tasks completed: 0 of 8 (0%)		
Assessment	Level of Development:	Initial: Limited Development 04/12/2016	
	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:	<p>North Eugene High School AVID program students team with third graders, mentoring and supporting learning, as part of their community service.</p> <p>Kelly Middle School 8th grade WEB Leaders work on reading skills with first and third graders.</p> <p>Community organizations, Young Rembrandts and Bricks 4 Kids, provide an afterschool enrichment program to students weekly. These are programs paid for by families.</p> <p>Howard provides an afterschool program (BEST) for students struggling with academics and needing a safe place after school. The program collaborates with:</p> <ul style="list-style-type: none"> - Eugene 4J – Provides transportation, facilities, Title 1 funding, Nutritional Services for a meal, and building support. - Eugene Education Foundation – Contributes financial support and is our strongest fundraising partner. - City of Eugene -Provides contracted recreational staff, supervision, access to city resources, and training time. - University of Oregon – Provides 40-60 federal work-study students 	

each term as tutor (math & reading). Heritage program provides Spanish speaking tutors.

- Eugene Springfield Youth Orchestra – Offers reduced rental rates for children in beginning strings
- Eugene Symphony – Provides instruction for all 3rd-5th grade students for 6 weeks
- PAAWS (People And Animals Who Serve) – Provide a trained reading buddy person and dog once a week
- Sodexo Nutritional Services – Donate food for our culinary CTE program at Kelly and Madison Middle School
- School Garden Project – Offers “STEM in the Garden” curriculum, dedicated teachers at 4 BEST sites, and garden support
- Rotary Club – Provides grants and volunteer hours to help keep BEST strong.

BEST staff work with students four days a week to provide purposeful extended learning opportunities and positive relationships. This team is comprised of 4J staff, City of Eugene Recreation staff, UO Federal work-study students, volunteers, partnership staff, and many others that help make this a successful program.

Sluggo's Homerun Reading Challenge is a reading incentive program through the Eugene Emeralds Baseball team. This program provides tickets to a home baseball game if students meet a reading goal.

An average of 10-20 UO, LCC & Pacific practicum/student teachers are placed at Howard each year because of the technology immersion and strong staff connection to the schools of education.

Pizza Hut and Papa's pizza donates free mini pizza coupons for student incentives.

City of Eugene presents water safety to third grade.

Eugene Fire Department visits and presents safety tips to kindergartners and 2nd graders.

Lane Arts Council provides artist in residents annually to all grade levels.

Planned Parenthood provides a three day course on human growth and development to all 5th graders.

BRING Recycling does a recycling/composting presentation to kindergartners.

Trinity Methodist Church members volunteer for school events and donate school supplies and fee scholarships.

Plan	Assigned to:	Allan Chinn
-------------	--------------	-------------

	How it will look when fully met:	<p>Most of Howard's current level of implementation is based around the local community and agencies teaming with classrooms and programs. Our goal for full implementation is to reach out to our families to provide ways of supporting student learning.</p> <p>Staff will provide additional resources (FC 3.4 - School staff will educate families and provide needed resources for supporting their children's learning), including an outline of skills per grade level to be given out at conferences. Consistent communication to parents (in alignment with FC 3.8 - school staff uses a variety of tools on a regular</p>
--	----------------------------------	--

		<p>basis to facilitate two-way communication among stakeholders) will be sent home with students on a determined day of the week, agreed upon by teachers K-5.</p> <p>A bilingual translator will be available for communication with Spanish speaking families at meetings, in the office, with all correspondence. Provide opportunities for parents to develop skills for working with students at home.</p> <p>Parent outreach to River Ave and other apartment complexes including a variety of topics: schedule development for children, counseling services, etc.</p>
	Target Date:	06/01/2018
	Tasks:	
	1. Development of a template for grade level skill development at each grade, to be handed out at conferences.	
	Assigned to:	Erin Gaston
	Added date:	04/21/2016
	Target Completion Date:	09/30/2016
	Comments:	
	2. Translate grade level skill development handout.	
	Assigned to:	Bianca
	Added date:	04/21/2016
	Target Completion Date:	10/31/2016
	Comments:	
	3. Completion of the skills development handout per grade level.	
	Assigned to:	Grade level teams
	Added date:	04/21/2016
	Target Completion Date:	10/31/2016
	Comments:	
	4. Communication folders will be sent home weekly on Fridays by all grades K-5 with all school communication (newsletters, photos, weekly reports, etc.)	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Frequency:	weekly
	Comments:	
	5. Purchase of weekly communication folders.	
	Assigned to:	Lori Henry
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Frequency:	once a year
	Comments:	Consider Erin writing an EEF grant for folders.
	6. Schedule district translator to attend Howard meetings.	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016

	Target Completion Date:	09/16/2016
	Frequency:	monthly
	Comments:	PTO, conferences, community meetings
7. Library gets and distributes Scholastic Book Fair reading material/DVD.		
	Assigned to:	Julie Hopkins
	Added date:	04/21/2016
	Target Completion Date:	06/01/2017
	Comments:	
8. Coordination with local apartment complex and families for outreach.		
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	12/15/2017
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 8 (0%)
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 04/12/2016
	Evidence:	All documents are linked on the Howard webpage. Site Council reviews all documents.
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 04/12/2016
	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:	Howard conducts an annual Curriculum Night at the start of each schools year. At this event, families learn about what their child is learning here at school, what a typical day looks like, the grade level targets for their class, and most importantly, teachers share suggested activities and ideas for families to work with their children to help bolster their academics at home. These range form having a designate time and place for homework to reading with their child on a regular basis. Howard also conducts an annual Literacy Night for families. At this event, families learn about literacy projects and activities students have been working on in the classroom, which families can then continue in their own homes to help improve their child's literacy. Two session are held, so that families can attend sessions with multiple teachers if they have more than one child. Additionally, every family who attends Literacy Night is given a free book for each classroom session they

		attend. At parent teacher conferences, teachers share individual student progress with families. Since conferences are one-on-one, this is an opportunity for teachers to present individualized information to families both in regards to student level of progress and to also provide individualize suggestions for how families can work with their children at home. Additionally, school and classroom newsletters are sent home on a regular basis with ideas and updates on thematic topics or new units and include suggested activities families might do at home.
Plan	Assigned to:	Not yet assigned
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)	
Status	Tasks completed: 0 of 5 (0%)	
Assessment	Level of Development:	Initial: Limited Development 04/12/2016
	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:	<p>To support the classroom, parents have the opportunity to support student learning with small group instruction, individual student support, production work for classroom teachers (including copying, filing, pencil sharpening), decorate bulletin boards, prepare materials for teacher use, correct homework, chaperone field trips. Other opportunities to volunteer include weekly fluoride preparation and delivery, health screening, selling items for classroom/school fundraisers.</p> <p>The Parent Teacher Organization, PTO, meets monthly. It is currently conducted in English only. While participation is a group of 5-8 parents on average, the PTO coordinates and recruits other parent volunteers to pop popcorn each Wednesday, organize and run the annual Tech Trot (Jog-a-thon), annual school carnival, craft fair in December, movie nights, fundraisers (including cookie dough sales, penny war).</p> <p>Site council meets monthly and includes 2 volunteer parent representatives. These parents are included in discussions and updates about curriculum, budget, staffing, safety, professional development, school improvement plan (CAP), calendar.</p> <p>Howard provides parents the opportunity to volunteer in library. Volunteers shelve books, support library book checkout, process books for circulation in the library, set-up/tear-down, supervise during student preview and sell items during the book fair.</p> <p>Annual conferences are held as a time to meet with each family and provide updates on academics and ways parents can support their child's learning. Curriculum nights are held once a year to further provide parents with information on supporting their student learning (school-home connection). Title One provides annual Literacy nights that bring families in for pizza and reading.</p> <p>Parents are invited to school assemblies (monthly behavioral</p>

		recognition [PRIDE], Oregon Battle of the Books [OBOB], and performances throughout the year, 5th grade promotion and kindergarten "graduation").
Plan	Assigned to:	Allan Chinn
	How it will look when fully met:	<p>Howard will continue with what is currently occurring. In addition, the new Howard building will provide a space for Family Resource. Within this area, families will have access to community and school resource information, technology, and project production for staff. The room will be maintained by volunteer parent(s). Parent volunteers will be available certain days and times to assist other parents with needs (ie: technology use, questions, etc). Additional items in the FR room will include small child activities (puzzles, coloring pages, books, toys) so that younger children can come with parents. Snacks/water will be available.</p> <p>Parent meetings will continue to include childcare and be better advertised. Promotion of PTO will include agendas sent out (emails and Facebook posting) the week before, attendance prizes and feedback opportunity for parents to guide the PTO meetings. Such topics will include math support, reading strategies, technology use (in alignment with FC 3.4 - School staff will educate families and provide needed resources for supporting their children's learning).</p>
	Target Date:	06/10/2016
	Tasks:	
	1. The Family Resource Room will have a laptop/desktop computer and printer for parent use.	
	Assigned to:	Allan Chinn
	Added date:	04/21/2016
	Target Completion Date:	12/16/2016
	Comments:	Perhaps ipads?
	2. Family Resource room will have necessary items for production, updated calendar, sign up sheets.	
	Assigned to:	Kelsey Thompson
	Added date:	04/21/2016
	Target Completion Date:	10/31/2016
	Comments:	
	3. Contact North Eugene High School Child Development Center about childcare for PTO meetings.	
	Assigned to:	Cyria Wisner
	Added date:	04/21/2016
	Target Completion Date:	09/05/2016
	Comments:	For pay? \$10-15 per person? Paid by...PTO? or Volunteer?
	4. PTO agendas emailed out and posted to Facebook a week before each meeting.	
	Assigned to:	PTO President/Secretary
	Added date:	04/21/2016
	Target Completion Date:	06/07/2019
	Frequency:	monthly
	Comments:	

5. Parent survey for PTO meeting time preference.	
	Assigned to: Erin Gaston
	Added date: 04/21/2016
	Target Completion Date: 09/30/2016
	Comments: Online survey? Enter to win prize for completion... Table at meet and greet with paper/sticker survey...
Implement	Percent Task Complete: Tasks completed: 0 of 5 (0%)
Indicator	FC3.6 - School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)
Status	Full Implementation
Assessment	Level of Development: Initial: Full Implementation 04/12/2016
	Evidence: PTO is open to all families. Site Council includes parents. Newsletter provides information. Curriculum night.
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 04/12/2016
	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: Title One School/Student/Family compact sent home/discussed at some conferences to set student goals. Some use fall conferences to set student goals in math /reading. Some teachers meet individually with students to set reading, math, writing goals.
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	Full Implementation
Assessment	Level of Development: Initial: Full Implementation 04/12/2016
	Evidence: Surveys sent home to gather information (2nd grade/Title One) SeeSaw - kindergarten, 2nd, 3rd Text messaging / Remind Emails Phone calls direct into classrooms Weekly evaluations
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 04/12/2016	
	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)
	Describe current level of development:	<p>All instructional staff use the school district adopted curriculums, which allows for alignment with state standards. The English Language Arts adopted curriculum is the common core aligned Houghton Mifflin Journeys program. The adopted district math curriculum is Investigations, though the school district is planning to go through an adoption process during the 2016-2017 school year to adopt a common core aligned math program. For science, the school district just this past year adopted FOSS (Full Option Science System). For writing, the school district has adopted Being a Writer.</p> <p>Instructional staff do not have control over the mandated local assessment, easyCBM, which does not align to state standards, but does offer normed interim assessments for reading and math to progress monitor students. The easyCBM reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report. Included are measures of early literacy (Letter Names, Phoneme Segmenting), phonics (Letter Sounds), fluency (Word and Passage Reading Fluency) vocabulary, and reading comprehension. The easyCBM math measure our school district uses is based on the Common Core State Standards in Mathematics.</p>	
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 04/12/2016	
	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)
	Describe current level of development:	<p>Assessments (formative/summative) both provided by the curriculum and developed are used for assessing and monitoring achievement relative to state standards. Instructional staff utilized the formative and summative assessments included in each of the school district adopted curriculums. Additionally, staff use easyCBM as a benchmark measure for reading and math three times a year and also for progress monitoring every two weeks for students receiving Tier III interventions.</p> <p>Currently, teachers do not formally meet to discuss the assessment and monitoring of student achievement relative to state standards, but do discuss students progress and academic interventions at Data Team meetings every six weeks.</p>	
Plan	Assigned to:	Not yet assigned	
Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments		

Indicator	that are aligned with standards.(3183)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 04/12/2016
	Explain why not a Priority or Interest:	This Indicator will be addressed through Professional Development tasks in EE2.3, including collaboration and continued growth in content (state standards).
Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Assessment is used to modify instruction and pacing, as needed under time constraints. IIPM provides time for review of assessment data and discussion of differentiated, standards based instruction.
Comprehensive Achievement Indicators		
Technical and Adaptive Leadership		
Indicator	LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Leadership representation across grade levels: K - literacy leader 2 - tech leader 3 - science leader 2 - IPBS 5 - math leader LS - Pbis Grade level representation on each team
Indicator	LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. (3186)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Administration does observation and meets with teachers in accordance to district and state policy.
Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Each team has a system and structure: ipbis, pbis, iipm, tech, etc.....
Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Administration supports team/leadership decisions and is a part of those teams.
Indicator	LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and	

Indicator	high expectations. (3189)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Weekly announcements provide resources for excellence and high expectations. IIPM encourages conversations about equity, cultural competence, and high expectations when talking about achievement. CARE team offers additional supports on an individual and family need basis.
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Principal has classroom experience. He is available to staff and student needs.
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 04/12/2016
	Evidence:	District ensures that all teachers are HQ.
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 04/12/2016
	Evidence:	Howard is a desirable place to be. Staff has had relatively low turnover. Staff also work to recruit HQ teachers who share the level of dedication.
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 04/12/2016
	Evidence:	Being a Title One school, this is met through compliance requirements annually. Site Council does an annual review. The SIP is shared with staff and parents.
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 04/12/2016
	Evidence:	District and federal guidelines require an annual survey to assess these key areas.