

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/13/2015

Houghtaling Elementary NCES - 20015000046

Ketchikan Gateway Borough School District

Alaska STEPP - School Indicators

Key Indicators are shown in RED.

Curriculum

Domain 1.0- There is evidence that the curriculum is aligned, implemented, reviewed, and used in conjunction with the Alaska Content Standards.

Indicator	1.01 - School staff implements the district approved, research based curricula that are aligned with Alaska Content Standards.(323)(KEY,SWP)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Staff report utilization of district approved and provided curricular materials in addition to supplemental materials provided by the district.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Ongoing professional development related to alignment of materials to state standards. Staff lesson plans aligned to updated standards. Building survey indicates the majority of current staff use approved, aligned materials to address content standards.	
	Target Date:	05/23/2016	
	Tasks:		
		1. Curriculum review and evaluation in progress to align approved materials to new state standards.	
	Assigned to:	David Jones	
	Added date:	09/22/2015	
	Target Completion Date:	05/27/2016	
	Frequency:	monthly	
	Comments:	Staff review this data as grade level teams and with the RTI Team. Students requiring additional instructional intervention to increase academic skills are enrolled in Tier 2 and Tier 3 instructional intervention groups with resource teachers, reading specialist, or Title 1 tutors. Student progress is monitored according to their tier enrollment either bi-monthly or every three weeks. Results of this specific and targeted academic instruction are tracked and these results discussed with classroom teachers and at RTI Team meetings where it is determined if continuation of instructional groups is warranted. AIMS assessments, MAP assessments, and numerous diagnostic assessments are utilized to focus instruction on students' demonstrated skill deficits. Classroom teachers utilize district approved and purchased materials regularly , supplementing these materials and	

		programs with other materials when necessary and indicated. Online technology based programs such as Accelerated reader, Accelerated math, MyAccess writing, and Headsprouts are available to classroom teachers for use in providing students with practice and review. Teachers are also able to create projects and activities to address class and individual academic needs and to supplement instruction and address varied learning styles. Our own doctoral level research demonstrates that we are positively impacting students both academically and emotionally.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	1.04 - School staff use a variety of assessment data to systematically review and identify gaps in the curricula.(326)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011
		Objective Met - 11/13/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we use are using assessment data to make instructional decisions but lack a school-wide system for data analysis and instructional planning.
Plan	Assigned to:	David Jones
	How it will look when fully met:	An established process by which grade level teams analyze state assessment results by residual analysis to identify curricular gaps. Principal will attend twice-yearly team meetings. The process is established and will continue each year. Teachers in grades K-6 will review the data from the SBA's and MAP assessments of the previous year.
	Target Date:	09/02/2014
	Tasks:	
	1. Each year teachers in grades K-6 will receive and review the AMP and MAP data of their incoming students, compiled with other data including AIMS web to determine differentiation and instructional needs.	
	Assigned to:	David Jones
	Added date:	03/12/2013
	Target Completion Date:	09/02/2014
	Frequency:	three times a year
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Utilizing an RTI model of instruction we have gathered data and determined student academic needs and implemented aligned

		instructional practices.
	Sustain:	11/13/2014 Ongoing data analysis, professional development and training.
	Evidence:	11/13/2014 Formative and summative assessments used to plan instruction, determine student academic needs and increase staff familiarity with newly adopted standards.
Indicator	1.05 - School staff systematically use a review process to determine if the curricula address the learning needs of all students.(327)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012
		Objective Met - 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Building administrator reviews data with the staff twice yearly. Curriculum effectiveness is reviewed by teachers to a limited extent on an individual basis.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Grade level teams will meet with RTI team once each trimester to review assessment data and address areas where student performance may be lacking.
	Target Date:	09/02/2014
	Tasks:	
	1. Grade teams will meet to determine the curricular needs based on formative assessment data.	
	Assigned to:	David Jones
	Added date:	06/14/2013
	Target Completion Date:	09/02/2014
	Frequency:	three times a year
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 RTI team meets with grade level teams; collegial inter-grade teams
	Sustain:	11/13/2014 Release time for continued professional development and staff communication.
	Evidence:	11/13/2014 Building schedule designed to provide grade level teaching teams planning time; regularly scheduled RTI data evaluation sessions.

Assessment

Domain 2.0- There is evidence that assessment of student learning is frequent, systematic, and aligned with Alaska Content Standards.

Indicator	2.01 - School staff use formative and summative assessments that are aligned with district approved curricula and Alaska Content Standards.(328)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 11/11/2011	
	Evidence:	We faithfully administer the Alaska Standard Based Assessments once a year and AIMS Benchmark assessments three time per year. Ongoing professional development is required to maintain familiarity with assessments requirements and data interpretation.	
Indicator	2.02 - School staff use established systems for collecting, managing, analyzing, and accessing data.(1011)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012	
	Evidence:	District utilizes assessment and data management system "Aimsweb." Other informal systems include STAR reading and math.	
Indicator	2.03 - School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.(331)(KEY,SWP)		
Status	Objective Met 11/13/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/11/2011	
		Objective Met - 11/13/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently implementing universal screening assessments in the areas of reading and math.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Students are universally screened 3 times per academic year in reading, writing, and math.	
	Target Date:	09/02/2014	
	Tasks:		
	1. Evaluation of the plan will occur at each trimester.		
	Assigned to:	David Jones	
	Added date:	03/12/2013	
	Target Completion Date:	09/02/2014	
	Frequency:	three times a year	
	Comments:		
	Task Completed:	09/02/2014	
Implement	Percent Task Complete:		

	Objective Met:	11/13/2014	
	Experience:	11/13/2014 AIMS and MAP assessments scheduled and administered thrice yearly.	
	Sustain:	11/13/2014 Continue current practice in addition to pursuing alternate, more authentic assessment measures such as portfolio or performance based evaluation.	
	Evidence:	11/13/2014 Online assessment tools provide evidence and maintain records.	
Indicator	2.04 - School staff use multiple data sources, including state assessment data, to evaluate how school programs impact student performance including specific sub groups and specific grade levels.(333)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 11/11/2011	
	Evidence:	We utilize the Response to Intervention Model to review data, determine appropriate instructional interventions, materials, and professional development. Ongoing professional development is required to sustain and improve the RTI efforts.	
Instruction			
Domain 3.0- There is evidence that research based, effective, and varied instructional strategies are used in all classrooms to meet the needs of each student.			
Indicator	3.01 - School staff use a system to plan instructional practices and programs that are aligned with Alaska Content Standards.(334)		
Status	Objective Met 4/27/2012		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/11/2011	
		Objective Met - 04/27/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The instructional leader requires the collection of lesson plans and also requires teachers to check-off GLE's as they are completed. Currently some teachers collaborate on planning instruction during scheduled prep time.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Instructional leader's review of lesson plans and periodic grade level meetings will ensure that GLE's are referenced for instruction.	
	Target Date:	09/02/2014	
	Tasks:		
	1. 1. Review lesson plan required elements with staff 2. Grade level team meetings		
	Assigned to:	David Jones	
	Added date:		

	Added date:	11/11/2011
	Target Completion Date:	09/02/2014
	Frequency:	three times a year
	Comments:	Review of lesson plans will take place during the evaluation pre and or post conference of observations. Grade level teams will be encouraged to work together on documenting elements of State Standards in their lesson planning.
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	4/27/2012
	Experience:	4/27/2012 This objective was a continuation of current practice. Staff reviewed importance of recording grade level objectives in instructional planning.
	Sustain:	4/27/2012 Lesson plans are collected and reviewed on a regular basis by the building administrator.
	Evidence:	4/27/2012 Principal has copies of lesson plans with state GLEs in evidence.
Indicator	3.02 - School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.(335)(KEY,SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/13/2014
	Evidence:	AIMS testing, MAP, STAR testing minimum of once per trimester.
Indicator	3.03 - School staff use research-based instructional practices, programs and materials.(337) (KEY,SWP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011
		Objective Met - 11/13/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Some staff are using scientifically based practices to teach at appropriate levels of student readiness readiness, interest, and learning needs. Ongoing professional development is required to maintain and increase research based instructional practices.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Building administrators develop and implement ongoing staff development.
	Target Date:	09/02/2014
	Tasks:	

	1. Staff instruction will be guided by research-based best practice and monitored by building administrators.	
	Assigned to:	David Jones
	Added date:	06/14/2013
	Target Completion Date:	09/02/2014
	Frequency:	three times a year
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Building administrators uphold expectation for research based instructional practice and review best practices with staff.
	Sustain:	11/13/2014 Ongoing evaluation and observation from evaluators and peer observations to encourage and support continued teacher efficacy.
	Evidence:	11/13/2014 Evaluator observation of teacher instructional practice.
Indicator	3.04 - School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.(340)(KEY,SWP)	
Status	Objective Met 4/27/2012 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 04/27/2012 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This process is currently formalized in the areas of reading and math.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Staff uses regular formative assessment to guide instruction and measure progress toward mastery of state standards.
	Target Date:	09/02/2014
	Tasks:	
	2. Staff will provide evidence of regular, ongoing formative assessments for the purpose of directing instruction which can be reviewed at RTI team meetings.	
	Assigned to:	David Jones
	Added date:	06/14/2013
	Target Completion Date:	09/02/2014
	Frequency:	three times a year
	Comments:	

Task Completed: 09/02/2014

Implement	Percent Task Complete:	
	Objective Met:	4/27/2012 11/13/2014
	Experience:	4/27/2012 We have done grade-level special times. We perform regularly the STAR test and AIMS web in content areas-math and reading 11/13/2014 District has directed regular data analysis and review using MAPS, AIMS web, and other formative assessments.
	Sustain:	4/27/2012 We need to continue to remind everyone that we need to perform these assessments. The data will be analyzed for implementation for directing instruction. 11/13/2014 Continue to schedule the time to meet and examine data on a trimester basis.
	Evidence:	4/27/2012 The strategic monitoring software and paper copies from STAR 11/13/2014 School has met 100% of our AMOs and has been recognized for growth by DEED.
Indicator	3.05 - School staff hold high academic expectations for student learning and communicate them to students so that students understand what is needed to meet or exceed the state content standards.(339)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012 Objective Met - 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As a staff we are at the point of collecting and analyzing student achievement data; next steps involve communicating clear expectations for student performance relative to that information, and mastery of grade level expectations.
Plan	Assigned to:	David Jones
	How it will look when fully met:	All staff will communicate high expectations for academic performance.
	Target Date:	09/02/2014
	Tasks:	
	1. Staff will address ways to explicitly communicate academic expectations to students.	
	Assigned to:	David Jones

	Added date:	06/14/2013
	Target Completion Date:	09/02/2014
	Comments:	
	Task Completed:	09/02/2014
	2. Staff will develop a "student learning objectives" plan which includes communication of goals and expectations to students.	
	Assigned to:	David Jones
	Added date:	11/13/2014
	Target Completion Date:	09/02/2014
	Frequency:	twice a year
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 District mandated SLO submitted.
	Sustain:	11/13/2014 Continue to revise and evaluate Student Learning Objective program in relation to teacher evaluations.
	Evidence:	11/13/2014 District set deadlines regarding implementation and application of SLO data.

Supportive Learning Environment

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.

Indicator	4.01 - School staff use effective classroom management strategies that maximize instructional time in all classrooms.(342)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/11/2011
	Evidence:	School-wide Positive Behavior Supports (PBS) are in place in our building. This provides rules, expectations, and common language that governs activities within the classroom and the school at large. Counselor position facilitates building implementation.
Indicator	4.02 - School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.(343)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	School schedule is annually review to provide large uninterrupted blocks of instructional time for core subjects. Special classes are scheduled to create the minimum number of transitions. A school behavior support team works to decrease behavioral disruptions and foster communication and consistency between classes.
Indicator	4.03 - School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(344)(KEY,SWP)	
Status		

Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/13/2014
	Evidence:	PBIS committee implements and promotes school wide language, behavior expectations, social skills supports, etc. Teachers extend this instruction at the class room level. Students with exceptional behavioral needs participate in skill groups. Bullying and social skills program is implemented.
Indicator	4.04 - School staff consistently implement a school-wide attendance policy.(345)	
Status	Objective Met 11/13/2014 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012
		Objective Met - 11/13/2014 11/13/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	A district wide attendance policy is in place and communicated in the staff and parent handbooks. Implementation and follow-through regarding consequences and parent contact is inconsistent.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Attendance policy is uniform for the district and regularly enforced. Staff will work to increase efficiency and consistency.
	Target Date:	05/30/2014
	Tasks:	
	1. Attendance secretary will send attendance letters as needed to comply with district policy.	
	Assigned to:	Tami Daniels
	Added date:	05/04/2012
	Target Completion Date:	09/02/2014
	Frequency:	monthly
	Comments:	
	Task Completed:	05/23/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014 11/13/2014
	Experience:	11/13/2014 Power school software tracks attendance. Principal sends letters when district set absence levels have been reached. "School Messenger"; sends voicemail alerts to parents.
	Sustain:	11/13/2014 Maintain current policy and procedures.

	Evidence:	11/13/2014 PowerSchool software enables data tracking and generates reports and letters automatically.
Indicator	4.05 - School staff provide extended learning opportunities, and students in need of additional support regularly participate.(346)(KEY,SWP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 11/13/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Currently we do extended learning in the areas of reading and math using scientifically researched programs through the RTI model- both during the school day and a 90 minute extended day.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Effective extended learning opportunities are available through the RTI model, including extended school day program, online home learning, and summer school provided by the district.
	Target Date:	09/02/2014
	Tasks:	
	1. Students in need of extended learning opportunities will be identified by staff through the RTI process.	
	Assigned to:	David Jones
	Added date:	03/12/2013
	Target Completion Date:	05/27/2016
	Frequency:	daily
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 RTI team meets on an ongoing basis by request in addition to scheduled bi-monthly review meetings.
	Sustain:	11/13/2014 Continue current practice.
	Evidence:	11/13/2014

		Students have been identified and provided additional support based on RTI data.
Indicator	4.06 - School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.(347)(KEY,SWP)	
Status	Tasks completed: 0 of 2 (0%)	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently engaged in a)Annual building wide stand-alone cultural celebration b)Providing an environment of cultural sensitivity c)Collaboration between ESL/Ell and classroom teachers
Plan	Assigned to:	David Jones
	How it will look when fully met:	Staff will be familiar with culturally responsive curriculum and community resources that reflects local cultural heritages. We will collect and monitor evidence to evaluate in an ongoing manner the climate and culture of the school.
	Target Date:	05/27/2016
	Tasks:	
	1. Staff will utilize resources that reflect cultural awareness and promote understanding of students in the community. Staff will with some regularity schedule educational field trips to immerse students in local cultural and historic occasions. School wide cultural celebrations have been and will be held at the school to observe the varied backgrounds that shape our students and their families. The target date represents the end of school year date, prior to which our cultural celebration will occur. Prior to this date, also, each class will avail itself of an education field trip opportunity for students to experience a cultural, historical event or site to increase awareness of the diverse cultures that comprise our student body. This task is ongoing.	
	Assigned to:	David Jones
	Added date:	06/14/2013
	Target Completion Date:	05/30/2016
	Frequency:	daily
	Comments:	
	3. Staff conversations will occur on a twice trimester basis to address this objective.	
	Assigned to:	David Jones
	Added date:	10/09/2015
	Target Completion Date:	05/27/2016
	Frequency:	four times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Indicator	4.07 - School staff communicate effectively with parents about learning expectations, student	

Indicator	progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.(348)(KEY,SWP)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 11/13/2014	
	Evidence:	School and classroom websites, newsletters, text messaging apps, and open house nights in place to invite and facilitate parent involvement and engagement.	
Indicator	4.08 - School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.(349)(KEY,SWP)		
Status	Full Implementation		
	Rubric Score:	3	
Assessment	Level of Development:	Initial: Full Implementation 11/13/2014	
	Evidence:	Events planned such as Family Movie Night, Kids' Night Out, Mornings with Mom, etc.	
Indicator	4.09 - The school keeps physical facilities safe and orderly.(665)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 05/04/2012	
		Objective Met - 11/13/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Physical building and environment is safe and well-maintained. As noted in the Safe Havens International (SHI) report, increased supervision of students as well as a</p> <p>unified threat assessment at the district level can benefit building safety and security. Properly</p> <p>positioned staff and line of sight supervision of students is also addressed in the Safe Havens report</p> <p>with regard to increasing school safety (5.1.1.8/p17).</p> <p>The SHI report recommends that all staff wear photo IDs, and HT staff will comply.</p> <p>Parents and other visitors to the school sign in and affix visitor badges to their outer wear while in</p> <p>the building. SHI has indicated that further security measures may benefit school safety, including</p> <p>more effective access control. (5.1.2.1/p21)</p> <p>After hours use of the facility, as noted in the SHI report, will be re-</p>	

		<p>evaluated at the district and building level to revise current approaches to after school hours building use. (5.1.1.4 /p14)</p> <p>Internal and external camera systems are present at the building. Safe Havens has recommended additional camera installation, and the district maintenance department is considering purchase and installation of these additional cameras.</p> <p>Inappropriate roof access at the building has been addressed in the SHI report, and the district is aware of areas of possible roof access. External lights and cameras are placed near possible external roof access points. (5.1.3.7/p32)</p>
Plan	Assigned to:	David Jones
	How it will look when fully met:	Physical building and environment will be checked regularly. The district safety committee will consult.
	Target Date:	05/27/2016
	Tasks:	
	<p>1. We are focused on the physical safety of our school and grounds. The building will be monitored and checked on a regular basis. As noted in the Safe Havens International (SHI) report, increased supervision of students as well as a unified threat assessment at the district level can benefit building safety and security. Properly positioned staff and line of sight supervision of students is also addressed in the Safe Havens report with regard to increasing school safety (5.1.1.8/p17). The SHI report recommends that all staff wear photo IDs, and HT staff will comply. Parents and other visitors to the school sign in and affix visitor badges to their outer wear while in the building. SHI has indicated that further security measures may benefit school safety, including more effective access control. (5.1.2.1/p21)</p> <p>After hours use of the facility, as noted in the SHI report, will be re-evaluated at the district and building level to revise current approaches to after school hours building use. (5.1.1.4 /p14)</p> <p>Internal and external camera systems are present at the building. Safe Havens has recommended additional camera installation, and the district maintenance department is considering purchase and installation of these additional cameras.</p> <p>Inappropriate roof access at the building has been addressed in the SHI report, and the district is aware of areas of possible roof access. External lights and cameras are placed near possible external roof access points. (5.1.3.7/p32)</p>	
	Assigned to:	David Jones
	Added date:	10/16/2015
	Target Completion Date:	05/27/2016
	Frequency:	daily
	Comments:	
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	<p>11/13/2014</p> <p>Building monitor assigned to perimeter checks and door security.</p>

Sustain:	11/13/2014 Adhere to school board safety committee guidelines.
Evidence:	11/13/2014 Safe Havens study analyzed general internal and external building safety protocols.

Professional Development

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.

Indicator	5.01 - School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.(350)(KEY,SWP)		
Status	Objective Met 11/13/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 11/13/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development is randomly planned, or is not intentionally linked to the student achievement data.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Building instructional leaders will develop and implement professional development based on student achievement data from SBAs, MAP, and AIMS web monitoring.	
	Target Date:	09/02/2014	
	Tasks:		
		1. Staff will be trained in the use of student achievement data to measure and evaluate student progress toward state standards mastery and its implications for professional evaluation.	
	Assigned to:	David Jones	
	Added date:	04/27/2012	
	Target Completion Date:	05/29/2015	
	Comments:		
	Task Completed:	09/02/2014	
Implement	Percent Task Complete:		
	Objective Met:	11/13/2014	
	Experience:	11/13/2014 District and building level training provided on Student Learning Objectives and the use of data to evaluate student growth and teacher performance.	

	Sustain:	11/13/2014 Continue to provide training and refine implementation practices.
	Evidence:	11/13/2014 Submitted SLO documents and discussion of process and outcomes.
Indicator	5.03 - School staff embed professional development into daily routines and practices.(353) (KEY,SWP)	
Status	Tasks completed: 0 of 1 (0%)	
	Rubric Score:	1
Assessment	Level of Development:	Initial: No development or Implementation 05/04/2012
	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:	Principal engages in formal and informal observations and performance reviews. Teacher to teacher observation and mentoring is limited.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Full implementation will include grade level team meetings, at least once per trimester, and peer observations.
	Target Date:	05/27/2016
	Tasks:	
	2. Principal will initiate and support teachers in peer observation and professional collaboration. Principal initiates a peer observation to make possible teacher observations of peers during class instruction time with students. Support for this program necessitates the principal collaborating with staff to create and implement scheduled peer observations for the purpose of collaborative conversations among staff, increasing positive acknowledgement of student academics and class behaviors, and increased awareness among staff of colleagues' instructional practices.	
	Assigned to:	David Jones
	Added date:	10/16/2015
	Target Completion Date:	05/27/2016
	Frequency:	three times a year
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Indicator	5.04 - Instructional leader(s) coordinate mentoring to support all new teachers in the development of instructional and classroom management skills.(355)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 11/13/2014
	Index:	3 (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

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The state mentoring plan currently addresses this need.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	State mentoring project combined with district mentor program and informal staff partnering as needed.	
	Target Date:	09/02/2014	
	Tasks:		
	0. State and district mentoring programs will be utilized.		
	Assigned to:	David Jones	
	Added date:	05/09/2014	
	Target Completion Date:	09/02/2014	
	Comments:		
	Task Completed:	09/02/2014	
Implement	Percent Task Complete:		
	Objective Met:	11/13/2014	
	Experience:	11/13/2014 State and district mentoring program.	
	Sustain:	11/13/2014 Continue to work with district mentors.	
	Evidence:	11/13/2014 Training had been provided to mentors and support is provided to new teachers in the building.	
Indicator	5.05 - Sufficient time and resources are allocated to support professional development outlined in the school improvement plan.(356)		
Status	Tasks completed: 0 of 1 (0%)		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 05/04/2012	
	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:	Building improvement plan has been written with current budget constraints in mind. Next steps in the curriculum and assessment and professional development plans can be initiated with staff and schedule that is currently in place and will require a building coordinator to communicate goals and expectations to the staff as a whole.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Professional development will be provided during district release days,	

	How it will look when fully met:	staff meetings, grade level planning time, and substitute covered release time as needed.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Building administrators, in collaboration with staff, will determine and prioritize staff development needs based on student achievement data.		
	Assigned to:	David Jones	
	Added date:	05/04/2012	
	Target Completion Date:	05/27/2016	
	Frequency:	three times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Leadership			
Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.			
Indicator	6.01 - Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.(357)		
Status	Objective Met 4/27/2012 11/13/2014		
	Rubric Score:	2	
Assessment	Level of Development:	Initial: Limited Development 11/11/2011	
		Objective Met - 04/27/2012 11/13/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently working to develop school improvement goals.	
Plan	Assigned to:	David Jones	
	How it will look when fully met:	Building improvement plan is clearly communicated to all stakeholders.	
	Target Date:	02/01/2012	
	Tasks:		
	1. Principal will present to PATH (Parent and Teachers) the progress on specific elements as indicated on PATH agendas. School website will provide information about the school's focus and activities to support school improvement.		
	Assigned to:	David Jones	
	Added date:	11/11/2011	
	Target Completion Date:	09/02/2014	
	Frequency:	three times a year	
	Comments:		
	Task Completed:	09/02/2014	
	2. Principal will provide staff with the School Improvement Plan each year with the purpose of providing information and focus as well as to allow and encourage collaboration toward meeting the goals. In		

addition time will be taken to revise the improvement plan.

	Assigned to:	David Jones
	Added date:	03/26/2013
	Target Completion Date:	09/02/2014
	Comments:	The review and revision of the STEPP must be done each year.
	Task Completed:	11/13/2014
Implement	Percent Task Complete:	
	Objective Met:	4/27/2012 11/13/2014
	Experience:	4/27/2012 The school principal did a presentation in front of the school board. The previous week he did a presentation to the parent group. 11/13/2014 Staff provided with copy of updated STEPP tasks and objectives.
	Sustain:	4/27/2012 There will be continued efforts to be in contact with the School Board and the principal will be a part of the parent group to communicate school improvement plan 11/13/2014 Update STEPP plan annually.
	Evidence:	4/27/2012 PATH minutes provide evidence for parent group and the School Board notes . 11/13/2014 Copies of plan distributed at staff meeting.
Indicator	6.02 - Instructional leader(s) regularly assist teachers in understanding the data from various student assessments to improve instruction.(359)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 11/13/2014
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional leader works with individual teachers during their scheduled prep times to review data and determine instructional goals.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Teachers will be provided student achievement data to determine an action. In addition RTI team will meet with individual and or grade level teams to review benchmark assessments to plan and implement RTI plans based on data. Monitoring of students will guide the decisions in determining interventions.
	Target Date:	09/02/2014
	Tasks:	

	1. Administrators will work with RTI team and teachers to analyze and interpret data.	
	Assigned to:	David Jones
	Added date:	06/14/2013
	Target Completion Date:	09/02/2014
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Principal and RTI team meet with teachers on a regular basis to discuss and analyze student data.
	Sustain:	11/13/2014 Continue to meet with instructional leaders.
	Evidence:	11/13/2014 Formative assessment data compiled and distributed at least 3 times yearly.
Indicator	6.04 - Instructional leader(s) ensure that teachers have access to and are implementing Alaska Content Standards.(362)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	Teachers are provided with handbooks detailing grade level expectations in core subjects. The state website is easily accessed for additional information.
Indicator	6.05 - Instructional leader(s) conduct formal and informal observations and provide timely feedback to staff members about their instructional practices.(363)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011
		Objective Met - 11/13/2014
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Leader performs evaluations to meet district requirements. Instructional Leader performs informal observations and provides feedback periodically.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Building principal conducts formal and informal observations per district policy and teacher contract.
	Target Date:	09/02/2014
	Tasks:	
	0. Administrator adheres to district evaluation policy.	

	Assigned to:	David Jones
	Added date:	05/09/2014
	Target Completion Date:	09/02/2014
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Administrator adheres to district evaluation policy.
	Sustain:	11/13/2014 Continue to follow district policy for informal and formal evaluations.
	Evidence:	11/13/2014 Observations are documented and feedback shared with teachers per district guidelines.
Indicator	6.06 - Instructional leader(s) consistently build productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.(364)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 11/11/2011 Objective Met - 11/13/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Current communication includes: school newsletter, schoolwide functions, parent teacher group, televised school board presentations, school website, and report card to the public.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Combine current practice with continued community outreach. Staff encouraged to increase opportunities for parent involvement and foster connections with community groups and agencies.
	Target Date:	09/02/2014
	Tasks:	
	0. School improvement plan progress and initiatives will be communicated with PBIS and PATH committees.	
	Assigned to:	David Jones
	Added date:	05/09/2014
	Target Completion Date:	09/02/2014
	Comments:	

	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 School improvement objectives communicated with PBIS and PATH committees. Community events hosted at the school such as Kid's Night Out and Muffins with Mom to encourage stakeholder involvement.
	Sustain:	11/13/2014 Continue to involve parents, staff, and community members to take part in school events.
	Evidence:	11/13/2014 Successful hosting of community events, goals and objectives communicated to relevant committees and groups.
Indicator	6.08 - Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.(358)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 11/11/2011
	Evidence:	Instructional leader is a part of the schoolwide response to intervention team that makes ongoing data referenced instructional decisions.
Title Programs		
Parent Involvement (Title I)		
Indicator	8.01 - Alaska STEPP school improvement team includes varied stakeholder representation.(2114) (PIP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012
		Objective Met - 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	STEPP school improvement team includes principal, teachers, and student services personnel.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Stakeholders will be identified and invited to participate.
	Target Date:	09/02/2014
	Tasks:	
	1. Identify and invite parents and community representatives to participate on the committee.	
	Assigned to:	David Jones
	Added date:	05/04/2012
	Target Completion Date:	11/22/2013

	Frequency:	four times a year
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Parent/Community members identified and invited.
	Sustain:	11/13/2014 Continue to identify and encourage involvement of community and parent stakeholders.
	Evidence:	11/13/2014 Members of STEPP committee include parent and community members.
Indicator	8.02 - There is a process for communicating with ALL members of the school and community who were not a part of the schoolwide planning team about the planning process, data collection, plan development, and plan approval.(2115)(PIP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012 Objective Met - 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A process has yet to be developed for the communication of the plan, but will be implemented upon completion of the document.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Staff will be provided with a summary copy of the finalized plan and given an overview at an upcoming meeting.
	Target Date:	09/02/2014
	Tasks:	
	0. Completed STEPP plan document will be distributed to staff and made available online to the public.	
	Assigned to:	David Jones
	Added date:	05/09/2014
	Target Completion Date:	09/02/2014
	Frequency:	once a year
	Comments:	
	Task Completed:	11/13/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014

		Completed document distributed to staff and made available online and in the main office for community members.
	Sustain:	11/13/2014 Redistribute each year as goals are updated and reevaluated.
	Evidence:	11/13/2014 PDF copies of completed plan.
Indicator	8.03 - Parents are notified of the schoolwide planning process and how they could be involved in the plan's development, implementation and evaluation.(2116)(PIP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012 Objective Met - 11/13/2014
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A few parents were invited but the process was not opened to a wider audience this time.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Building administrator will identify and invite key stakeholders.
	Target Date:	09/02/2014
	Tasks:	
	0. PATH and PBIS committee members will be invited to read and provide feedback on the school improvement objectives.	
	Assigned to:	David Jones
	Added date:	05/09/2014
	Target Completion Date:	09/02/2014
	Comments:	
	Task Completed:	11/13/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Parents and community members are identified and invited to attend PBIS and STEPP committee meetings.
	Sustain:	11/13/2014 Invite parents and community members to attend each year.
	Evidence:	11/13/2014 Parents and community members are involved with relevant committees.
Indicator	8.08 - The school's Parent Involvement Policy engages parents in various aspects of school activities and governance.(2121)(PIP)	

Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	Parents are involved in school activities and governance, to an extent, through the parent and teacher association and invitations to participate in various school functions and events.
Indicator	8.09 - The school's Parent Involvement Policy describes how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.(2122)(PIP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	All parents receive a letter detailing the school's Title I status and procedure for services. Teachers communicate information about curriculum, GLE alignment, and individual student progress toward proficiency in SBA tested content areas, and any interventions that are being held.
Indicator	8.10 - The school's Parent Involvement Policy provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts, and school plans.(2123)(PIP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012
		Objective Met - 11/13/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parent outreach and education is currently provided on a limited and individualized basis.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Staff takes initiative to personally invite participation from parents and community members. Try to recruit a "class parent" who can act as a liaison between parents and school.
	Target Date:	09/02/2014
	Tasks:	
	1. Generate staff meeting discussions about intentionally reaching out to parents through phone calls, open house, newsletters, websites, special events.	
	Assigned to:	David Jones
	Added date:	05/04/2012
	Target Completion Date:	09/02/2014
	Comments:	
	Task Completed:	11/13/2014
Implement	Percent Task Complete:	

Objective Met:	11/13/2014
Experience:	11/13/2014 Parents are invited to attend school wide functions and parent conferences and open house nights.
Sustain:	11/13/2014 Make parent contact a regular and valued component of classroom communication.
Evidence:	11/13/2014 Parent involvement increases with personal contact and invitations.

Title Programs

Domain 8.0- The school has a Schoolwide plan in place under Title IA.

Indicator	8.04 - This school assists preschool children in the transition from early childhood programs, such as Head Start, Even Start or any other preschool program, to local elementary school programs.(2117)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	On-site preschool, communication between pre-K, K, building support staff, and local preschools. Preschool students not enrolled at Houghtaling regularly visit our building in the spring to prepare for Kindergarten attendance, and to promote familiarity with the building and personnel. Kindergarten students are assessed with screeners, language assessments, and academic testing to ascertain proper placement in instructional intervention programs after a suitable time has allowed them to acclimatize to school schedules and academic demands. This is ongoing.
Indicator	8.05 - Federal, State, and local service programs are integrated and coordinated.(2118)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	School coordinates with a wide variety of state and federal programs as well as local outside agencies. Houghtaling coordinates may services locally with Community Connections and Gateway Mental Health services to support student learning and behavior goals. Houghtaling also regularly communicates with OCS, and with federal agencies, such as Title I, Medicaid, etc. This is ongoing.
Indicator	8.06 - All core content teachers and instructional paraprofessionals meet the definition of Highly Qualified.(2119)(SWP)	
Status	Full Implementation	
	Rubric Score:	3
Assessment	Level of Development:	Initial: Full Implementation 05/04/2012
	Evidence:	Highly qualified status is a requirement for employment. This standard is in place and upheld by district hiring policies. Our staff of certified and classified personnel is highly qualified for their respective roles. Numerous staff have advanced degrees. This review of highly qualified

		status in ongoing.
Indicator	8.07 - The school has strategies to attract and retain highly qualified teachers.(2120)(SWP)	
Status	Objective Met 11/13/2014	
	Rubric Score:	2
Assessment	Level of Development:	Initial: Limited Development 05/04/2012
		Objective Met - 11/13/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In order to recruit highly qualified teachers, we regularly host student-teachers from the University of Alaska education programs. Several of these new teachers, already familiar with our approach to academic success for students, have joined our staff as classroom teachers. This plan is ongoing.
Plan	Assigned to:	David Jones
	How it will look when fully met:	Provide a structured teacher support system by continuing to participate in the district mentoring program.
	Target Date:	05/27/2016
	Tasks:	
	1. Recruit and mentor student teachers.	
	Assigned to:	David Jones
	Added date:	11/13/2014
	Target Completion Date:	05/27/2016
	Frequency:	twice monthly
	Comments:	
	Task Completed:	09/02/2014
Implement	Percent Task Complete:	
	Objective Met:	11/13/2014
	Experience:	11/13/2014 Student teachers mentored and prepared to work with staff and students
	Sustain:	11/13/2014 Continue to provide mentoring to new teachers. Focus on building morale.
	Evidence:	11/13/2014 Student teachers successfully retained.