

# Comprehensive Plan Report

Activity in the last 12 months

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.

6/3/2015

Spring Creek Elementary School NCES - 410474000553

Eugene SD 4J

## Comprehensive Achievement Indicators

Key Indicators are shown in RED.

### Comprehensive Achievement Indicators

#### District and School Structure and Culture

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/31/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
		<b>Objective Met</b> - 03/31/2015	
	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>Spring Creek is a strong PBIS school with clear, consistent expectations for students. Teachers reinforce and review expectations at the school level a minimum of four times a year; beginning of the year, and after Thanksgiving, winter, and spring breaks. This includes a review of expectations at each location in the school. Teachers reinforce and review expectations during class meetings on an as-needed basis. Spring Creek honors positive behavior with weekly "hooray" drawings and Pride awards. Monthly Pride award assemblies further reinforce positive expectations. Additional booster activities include the 1000 hooray challenge, positive behavior bracelets, and friendship hoorays. We need to grow with our Tier 3 behavior students, providing better support for both students and teachers. We also want to grow in our cultural environment, especially with our ELL population, training teachers and using culturally-sensitive curriculum.</p> <p>Currently, we are in our first year of IPBIS implementation. We have a strong Tier 2 check-in/ check-out system, with well developed procedures in place. Our Tier 3 model could use continued development to help expand capacity for creation of intervention plans. Additionally, the IPBIS team needs continued development and practice at monitoring of these plans. Finally, we want to increase the skill of individual classroom teachers to manage students with high behavior needs.</p>	
<b>Plan</b>	Assigned to:	Steve Korin	
	How it will look when fully met:	Spring Creek will have on staff, or available to them, a growing capacity of at least two people who can write functional behavior assessments and behavior support plans. Tier 3 behavior support plan data will be reviewed bi-weekly at IPBIS meetings. Tier 3 plan information will be distributed to relevant staff involved. Finally, staff	

		will be better equipped to manage behavior challenges.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
		0. IPBIS team, along with district behavior specialist, will provide beginning of the year behavior management strategies specific to deescalation of problem behavior as identified in SWIS reports. Continued mini-trainings will take place at monthly staff meetings.
	Assigned to:	Steve Korin
	Added date:	05/02/2014
	Target Completion Date:	06/30/2015
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>03/31/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/31/2015
	Experience:	3/31/2015 The leadership team, on collaboration with the IPBS team, developed a yearly professional development calendar incorporating behavior tips and mini-trainings for all staff. This includes classroom, playground, and cafeteria expectations, reviewing all building areas with students and staff. District specialists provided a comprehensive training, including high-risk students with special needs.
	Sustain:	3/31/2015 Continued monthly behavior tip of the month by the PBIS team at staff meetings. Two members from the team attend PBIS conference.
	Evidence:	3/31/2015 The behavior tip of the month has been built into our year-long professional development calendar and presented at staff meetings by members of the PBIS team. In August, two behavior specialists provided professional development for our entire staff on working with students who have escalating behaviors and general behavior management.
<b>Indicator</b>	<b>DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	1 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In 4/24/13 Spring Creek Site Council adopted the following Mission Statement: "With consistent, structured, and engaging environments, we believe each student can learn; we believe that family and community support is critical; we respect and embrace the diversity of our families and community, striving to create a welcoming and respectful learning community. The goals that operationalize that mission are as follow: Each student will perform at or above his/her personal growth target in Reading and Math as demonstrated on

		<p>district and state assessments.          During 2013-14 we began to consider each student's growth target in the context of our newly implemented school-wide Reading model. Teachers analyzed each student's results on OAKS in light of their growth targets. This was a different lens for them. By focusing on students' individual growth targets, we are hoping to make a shift toward more intentional planning to gain understandings of students' backgrounds as a means of ensuring relevant and rigorous lessons to meet the needs of each student.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>We are currently re-evaluating our parent involvement nights to refocus the content towards reading and math. Our PTO is in the process of surveying parents and developing parent education nights for next year.</p> <p>As of June 2014 the Site Council has completed the parent survey that will help determine supports for parents throughout the year, such as speakers. Teachers have received Caring for Kids training, including training related to Homeside activities, which is a part of the Caring for Kids curriculum. Staff have just completed year two of implementation. Staff agreed to send home eight home connections activities, such as a parent interview about their experience as a student. Three additional staff members participated in the two-day Taking it Up equity training which further develops their ability to support cultural and ethnic diversity with their students and families. At this point, nearly half of the staff have had this training. We recognize the need to offer teachers professional development that focuses on ways in which they can support parents and their child's learning at home and in the classroom. While we have done some of this, we haven't been able to offer as much PD as we would like.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)</b>		
<b>Status</b>	<b>Objective Met</b> 5/15/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
		<b>Objective Met</b> - 05/15/2015	
	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:	<p>Systems are in place to identify students but more work is needed to provide timely and effective targeted instruction.</p> <p>As of the 2013-2014 school year, staff use EasyCBM and classroom assessments (both curriculum based or teacher created) to identify students experiencing difficulty. Every six weeks, IIPM meeting take place with grade-level teams and the core data team. Intervention services are often initiated at these meetings, however, sometimes changes to interventions or flexible skill groups take place more frequently as a need is demonstrated by a student.</p> <p>Special populations' needs are addressed through title, learning center, and ELL services. They are also receiving Tier II instruction in flexible small groups through the Walk to Read model. Currently, structures are not in place to provide students from special populations additional time.</p> <p>Update 2014-2015: Staff has taken part in professional development developed around the text How to Plan Rigorous Instruction, and specifically worked on developing summative assessments in a backward design approach. This was aimed at strengthening the classroom based assessments grade level teams are using to help identify students experiencing difficulties. This work will continue in PLCs during the 2015-2016 school year.</p>
<b>Plan</b>	Assigned to:	Chelsea Mabie
	How it will look when fully met:	<p>Spring Creek will have a comprehensive system for using multiple sources of data to identify student needs and a range of interventions that covers the breadth of needs in reading and math. Systems will be in place to flexibly group and provide targeted interventions that meet the specific student needs. Students in interventions will be progress monitored in these areas and adjustments will be made in a timely manner. These interventions will be married with a scientifically based core curriculum. Teachers will be adept at differentiating this core curriculum for all students to meet individual needs.</p> <p>By December 2013, we will have completed our building level investigation of our instructional and professional development needs using the Professional Learning Communities (PLC) Self Assessment Rubric.</p>
	Target Date:	04/30/2016
	<b>Tasks:</b>	
	1. All certified staff will complete the Professional Learning Communities Self-Assessment Rubric during a staff meeting. This information will guide professional development needs and opportunities.	
	Assigned to:	Chelsea Mabie
	Added date:	04/23/2013
	Target Completion Date:	11/30/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>01/16/2014</b>
	2. Spring Creek will complete an inventory of all reading and math intervention materials in the building. Materials will be rated based on research-based effectiveness, which of the big 5 areas of reading it addresses, time efficiency, grade-level specifics, and connection with the common core.	

	Assigned to:	Kathy Luiten
	Added date:	04/23/2013
	Target Completion Date:	09/01/2014
	Comments:	This task is not yet completed. The revised completion date is 9/1/14  4-15: The inventory of all materials on hand has been completed; additional materials have been identified, purchased, and being used to support instruction. Math leadership team has been established and is meeting to develop a common math vocabulary bank for each Investigations Unit. Math Team is gathering additional intervention resources (online and other) to fill gaps in core program.
	<b>Task Completed:</b>	<b>05/15/2015</b>
3.	Certified teacher training on analyzing progress monitoring data to further diagnose specific reading and math instructional needs. The Literacy Coach is meeting with classroom teachers on a weekly basis to facilitate diagnosis of student needs based on results of progress monitoring data. The instructional implications are reflected in weekly lesson plans.	
	Assigned to:	Chelsea Mabie
	Added date:	04/23/2013
	Target Completion Date:	01/31/2014
	Frequency:	weekly
	Comments:	Spring Creek has in place a 7 week ongoing Data Team meeting. During this all-day meeting instructional staff analyzing progress monitoring data. In addition, an instructional coach meets with individual teachers and grade-level teams to identify instructional implications and plan accordingly. The instructional coach meets weekly (each Friday) with the staff to facilitate the diagnosis of student needs and assist with weekly lesson planning.
	<b>Task Completed:</b>	<b>01/31/2014</b>
4.	Spring Creek grade level teams will agree on a schedule and set type of classroom based assessment (in program) to allow for sharing of common data during team and IIPM meetings.	
	Assigned to:	Gretta Sagolla
	Added date:	04/23/2013
	Target Completion Date:	12/20/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>12/20/2013</b>
5.	Create a building level schedule that allows for coordinated Tier 3 reading instruction and a 90 minute core reading block.	
	Assigned to:	Susan Penrod
	Added date:	04/23/2013
	Target Completion Date:	09/01/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>08/28/2013</b>
6.	The principal and the leadership team will attend the DuFour PLC conference on October 10 AND 11	
	Assigned to:	Susan Penrod
	Added date:	

	Added date:	11/12/2013
	Target Completion Date:	10/25/2013
	Comments:	
	<b>Task Completed:</b>	<b>10/11/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/15/2015
	Experience:	5/15/2015 Through this experience Spring Creek has learned the value of intensive small group instruction supported by EAs in a walk to read model. We have broaden and deepened our knowledge through working in professional learning communities. The importance of having in-house training via a literacy coach to train the EAs, with flexible time, to train EAs in curriculum and reading strategies has been highly beneficial and supported students growth. Collaboration, through the developed leadership team, has helped guide the school through collaborative decision making in has supported us through this transition.
	Sustain:	5/15/2015 We will need to continue to have EAs support to maintain the walk-to-read structure and continued professional development for staff on reading strategies and differentiation. Protected blocks of time to meet for PLC to discuss Tier 2 and Tier 3 will need to be developed and continued. IIPM meetings will continue, every 6 weeks, to review data and ensure students needs are being met. The leadership team will continue to meet, and receive additional professional development, to continue to guide the learning objectives and vision for the school.
	Evidence:	5/15/2015 We have seen consistent growth across all grade levels in the percentage of students who have meet or exceeded benchmark in EasyCBM.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/10/2013
	Evidence:	5th graders are transitioned to middle school through a visit to Madison, where the 5th graders tour the school, meet the 6th grade teachers, and learn how to use the lockers. The Madison counselor visits Spring Creek, bringing former Spring Creek students to share their 6th grade experience with the 5th graders. We have found this strategy to be effective and have implemented it for many years. The Madison principal systematically chooses students related to our current 5th graders to afford them a successful transition. Class schedule choices are also shared at this time. The 5th grade teachers meet with the Madison sped teachers to discuss special need students. Madison hosts a parent orientation night also. Another strategy we use is collaboration between the Spring Creek and Madison principals to bring a band performance, which then initiate interest in middle school electives. Head Start provides our school with comprehensive materials about our incoming kindergarten students. In May, our kinder teachers host an orientation evening to explain our program. A handbook is given out and supports are available to assist with completing registration paperwork.
<b>Indicator</b>	<b>DSC1.6 - School staff coordinates and intearates services and proograms with the aim of</b>	

<b>Indicator</b>	<b>optimizing the entire educational program to improve student learning.(3166)</b>		
<b>Status</b>	<b>Objective Met</b> 5/2/2014 5/15/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
		<b>Objective Met</b> - 05/02/2014 05/15/2015	
	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>As we try to break down both internal and external barriers to integrate services, our concentration will be on providing targeted instruction. Through the adoption of a new reading model, we are poised to be a more collaborative team, using integrated materials and intervention strategies. Better communication between Title 1, Special Ed., and the regular classroom is integral to program success.</p> <p>During the 2013-2014 school year, Spring Creek coordinated with multiple outside agencies to support students in a variety of ways. The Natives Programs provides bimonthly lunch time cultural education for native students. This school year was also the first in the implementation of the after school BEST program, which taught additional academic support instruction as well as enrichment classes through Eugene Parks and Recreation. A snack pack program began, providing students with limited resources food for over the weekend. We work closely with Directions Services to provide targeted support for students and their families. A fee based art class, through the Young Rembrandt's program, is taught at Spring Creek once per week. Spring Creek is also involved in a community supported program that provides students with school supplies in the fall.</p>	
<b>Plan</b>	Assigned to:	Susan Penrod	
	How it will look when fully met:	By spring 2016, Spring Creek will provide students with an optimum educational experience through the coordination of academic, behavioral and community programs. The majority of our staff will be trained in cultural awareness, our building will support learners with a tiered model of positive behavior supports, and a new reading model will be fully implemented.	
	Target Date:	06/01/2016	
	<b>Tasks:</b>		
	<p>1. A pacing calendar will be developed so that classroom teachers, SpEd, ELL and specialists are more able to align instruction across settings. There will be established monthly check-in procedures.</p> <p>August 13, 2014- The purpose of this pacing calendar is to ensure that all teachers, specialists, and instructional assistants have improved communication and to coordinate tier III instruction. In addition, this allows for pre-teaching, reinforcement, and additional practice of essential skills and common core standards.</p>		
	Assigned to:	Chelsea Mabie	
	Added date:	05/02/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	once a year	

	Comments:	4/15: Grade level pacing calendars have been developed and utilized to align the core curriculum with the CCSS. Quarterly staff meetings, as well as grade level PLC time was dedicated to update and continue this work.  5/15: The last session of pacing calendar work has been completed for this year, and will no longer be necessary next year, due to the district purchasing a new CCSS aligned core curriculum.
	<b>Task Completed:</b>	<b>05/15/2015</b>
	2. Four staff members each year will attend "Taking it Up" Equity Training through the district. Building capacity with regard to cultural competence will inform both behavioral and academic experiences and help us better support students in all areas.	
	Assigned to:	Susan Penrod
	Added date:	04/23/2013
	Target Completion Date:	06/02/2014
	Frequency:	once a year
	Comments:	Contact Carmen Irbina
	<b>Task Completed:</b>	<b>04/18/2014</b>
	3. Spring Creek will progress from a PBIS to an IPBS school to better support our range of behavioral needs.	
	Assigned to:	Steve Korin
	Added date:	04/23/2013
	Target Completion Date:	06/16/2014
	Comments:	Working in conjunction with Bri Stiller, PBIS Coach.
	<b>Task Completed:</b>	<b>10/01/2013</b>
	4. Staff will receive at least two training from District Literacy Specialist on how to differentiate the newly adopted core reading curriculum for all learners. This will ensure that curriculum will be academically rigorous with high expectations of achievement for all.	
	Assigned to:	Kathy Luiten
	Added date:	04/23/2013
	Target Completion Date:	03/31/2014
	Comments:	The training has been completed during the week before school began
	<b>Task Completed:</b>	<b>03/31/2014</b>
	5. Establish a communication plan for classroom teachers, Title I, Sp.Ed. and instructional assistants to better integrate Reading instruction across settings. This is the first step in coordinating services and programs. Struggling students need coordinated programs and services and that begins with communication.	
	Assigned to:	New Literacy Coach
	Added date:	06/07/2013
	Target Completion Date:	09/20/2013
	Comments:	We want to make sue that all students, especially the most struggling have a coherent aligned learning experience. 10/1/13 The communication plan was established at the first data team meeting on October and is ongoing.
	<b>Task Completed:</b>	<b>10/01/2013</b>
	6. The Learning Center teacher will collaborate with the Title Coordinator to develop, implement, and	



communicate an ongoing system of communication that will support Tier II and Tier III instruction in the general education setting for both classroom teachers and those specialists supporting struggling students. Continued communication will help focus the instruction across settings, and allows for students to get additional specific strategies and skills practice to help meet the classroom learning targets, and in doing so help close the achievement gap.

Assigned to:	Steve Korin
Added date:	08/13/2014
Target Completion Date:	06/30/2015
Frequency:	monthly
Comments:	
<b>Task Completed:</b>	<b>05/15/2015</b>

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/2/2014 5/15/2015
	Experience:	<p>5/2/2014 The staff has continued to move forward to provide individual intervention strategies for students. All students receive 30 minutes of direct small group instruction each day at their skill level. Teachers and Instructional assistants meet bi-weekly to discuss strategies and data teams meet every 6 weeks.</p> <p>5/15/2015 Spring Creek staff, in grade level teams, took a two-day process in the summer to begin developing a pacing guide to help align the current curriculum to CCSS. This work continued every 6 weeks throughout the course of the year, and this work was shared with specialists in Title, learning center, and ELL to ensure the integration of reading services.</p>
	Sustain:	<p>5/2/2014 Continued professional development for staff to provide the needed interventions for students. Continue to train more staff each year though "Taking It Up" until the entire staff is trained. Replenish consumable materials for Intervention Material Inventory.</p> <p>5/15/2015 The district recently adopted a new, CCSS aligned, core reading program which will require less pacing and alignment work for the upcoming years. We will still need to look at how the program fits our school calendar, and examine the curriculum to ensure it incorporates the level of rigor CCSS requires.</p>
	Evidence:	<p>5/2/2014 Staff were trained at the beginning of the year on general intervention materials available in the "treasures" curriculum. Additional trainings included reading templates, quadrant analysis, and comprehension strategies. Three staff members attended the "Taking it Up" Equity training and updated our school equity plan.</p> <p>5/15/2015 Each grade level produced instructional pacing aligned with CCSS standards, and distributed them to specialists in the building.</p>

**Comprehensive Achievement Indicators**

**Educator Effectiveness**

<b>Indicator</b>	<b>EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)</b>
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<b>Status</b>	Tasks completed: 3 of 4 (75%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
	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:	<p>Teachers had 9 weeks to collaborate this year during our PE/Music rotation, but we continue to search for time to collaborate with no prep time built into the day. Jon Saphier training will be implemented in our professional development next year.</p> <p>Teachers have requested additional time to plan instruction and develop common formative assessments with their grade level team as well as time for collaborating with their educational assistants.</p>	
<b>Plan</b>	Assigned to:	Susan Penrod	
	How it will look when fully met:	Teams will align a variety of curriculum and resources to meet the common core standards, develop pacing guides, vertical alignment, find or create formative assessments, and use common academic language.	
	Target Date:	06/30/2016	
	<b>Tasks:</b>		
	<p>1. PLCs will meet for two half days before school starts to begin planning instructional units and developing common formative assessments.</p> <p>August 13, 2014- The initial planning will include alignment to CCSS, and building the framework on which general education teachers and specialists will communicate concepts and skills necessary to meet the learning targets to support struggling students across settings. Common formative assessments will allow teachers to adjust their daily practice and will help align instruction, with not only specialists but common core standards as well.</p>		
	Assigned to:	Susan Penrod	
	Added date:	05/02/2014	
	Target Completion Date:	09/08/2014	
	Comments:		
	<b>Task Completed:</b>	<b>08/19/2014</b>	
	<p>2. PLCs will meet twice monthly for one hour to plan instruction and identify resources needed, develop common assessments, and interpret data for the purpose of refining instruction to meet the needs of each student.</p>		
	Assigned to:	Susan Penrod	
	Added date:	05/02/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	twice monthly	
	Comments:	One meeting per month PLC's is all certified staff together and one meeting per month in grade-level band PLC's.	
	<b>Task Completed:</b>	<b>03/31/2015</b>	
	<p>3. Classroom teachers will observe each other's instruction three times a year to refine practices.</p>		
	Assigned to:	Chelsea Mabie	
	Added date:	05/02/2014	

	Target Completion Date:	06/10/2016
	Frequency:	three times a year
	Comments:	4/15: Peer observations are to begin Spring 2015.
	4. Twice monthly meetings between grade level teachers and educational assistants will be scheduled to ensure that upcoming small group targeted instruction is aligned to student needs.	
	Assigned to:	Susan Penrod
	Added date:	05/02/2014
	Target Completion Date:	06/30/2015
	Frequency:	twice monthly
	Comments:	4/15: All grades levels have regularly scheduled meetings one to two times per month with their literacy instructional assistants.
	<b>Task Completed:</b>	<b>03/31/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 6 of 7 (86%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013
	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:	<p>As we try to break down both internal and external barriers to integrate services, our concentration will be on providing targeted instruction. Through the adoption of a new reading model, we are poised to be a more collaborative team, using integrated materials and intervention strategies. Better communication between Title 1, Special Ed., and the regular classroom is integral to program success.</p> <p>Professional development is needed for teachers in the areas of differentiated instruction, pacing, common core implementation, classroom management, identifying areas of need, and determining appropriate instructional strategies.</p> <p>In the fall of 2013, Spring Creek staff began using the Treasures literacy curriculum, which is a program grounded in research based strategies that focuses on the five big areas of reading. In addition to this change, we have also provided professional development with research based strategies, such as instructional templates, engagement strategies, and literature circles.</p> <p>Staff is being more intentional about linking our data results to our instruction, and providing targeted instruction and additional practice in skill deficits to low achieving students. One way this is taking place, is with the new Walk to Read program which allows students to receive small group direct instruction for 30-minutes each day. These groups are skill based and flexible, focusing on the deficits found in our data. In addition to these small groups, students receive 30-minutes of core instruction and an additional 30-minutes of instruction in a classroom size group of students who are at their level in reading, again giving</p>

		the teachers the opportunity to focus in on specific skills that low achieving students might need. Title, sped and ELL are additional interventions, provided to subgroups of student needing more time/instruction beyond Walk to Read. And finally, at this time tier 3 interventions for mathematics are limited.
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	Spring Creek will begin to implement a comprehensive research based reading program. Through ongoing professional development teachers will deepen and expand their repertoire of instructional strategies. We will have a restructured schedule to accommodate changes to the 90 minute reading block and additional time to address the needs of all students. Additional supports to facilitate these changes will be the addition of a .5 Literacy Coach to the Spring Creek staff.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. Please see indicator DSC 1.6 Task 1 and Task 2	
	Assigned to:	Kathy Luiten
	Added date:	04/23/2013
	Target Completion Date:	03/31/2014
	Comments:	Training on the core program will be conducted Task 2 of DSC 1.6 has been completed (moving from PBIS to IPBS) On track to complete task 1 by 3/31/14
	<b>Task Completed:</b>	<b>03/31/2014</b>
	2. All Instructional Assistants will be trained in selected intervention programs and common tools and instructional strategies to meet the needs of all learners.	
	Assigned to:	Chelsea Mabie
	Added date:	04/23/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice monthly
	Comments:	Training has begun and will continue throughout the year.
	<b>Task Completed:</b>	<b>11/29/2013</b>
	3. Continue to incorporate Jon Saphier strategies and the The Skillful Teacher Handbook through book study and expanded professional development opportunities. For the purpose of, expanding teacher repertoire of evidence based practice to meet the needs of each learner.	
	Assigned to:	Chelsea Mabie
	Added date:	04/23/2013
	Target Completion Date:	06/30/2016
	Frequency:	monthly
	Comments:	We decided that to best incorporate Jon Saphier strategies, staff need to become familiar with the Reading program and changes in curriculum before working to include these instructional strategies.  August 13, 2014- For the 2014-2015 school, staff will begin the work of incorporating The Skillfull Teacher strategies, now that they are familiar with the new reading program.
	4. Interview and hire a .5 Literacy Coach.	
	Assigned to:	Susan Penrod

	Added date:	04/30/2013
	Target Completion Date:	08/26/2013
	Comments:	Chelsea Mabie has been hired at a .684 Literacy Coach
	<b>Task Completed:</b>	<b>08/20/2013</b>
5. Interview and hire additional educational assistants to provide 6 hours per day of small group Reading instruction.		
	Assigned to:	Susan Penrod
	Added date:	12/20/2013
	Target Completion Date:	09/10/2013
	Comments:	
	<b>Task Completed:</b>	<b>09/10/2013</b>
6. Increase time by 15 minutes per day for educational assistants to provide small group Reading instruction		
	Assigned to:	Susan Penrod
	Added date:	12/20/2013
	Target Completion Date:	09/10/2013
	Comments:	Each classroom receives 30 minutes of Educational Assistant time for Direct Instruction during small group reading instruction.
	<b>Task Completed:</b>	<b>09/10/2013</b>
7. With the help of the Literacy Coach, identify, purchase, and integrate supplemental instructional materials into the comprehensive Reading program to better meet the specific needs of all learners, especially those students receiving Tier III supports.		
	Assigned to:	Chelsea Mabie
	Added date:	02/13/2014
	Target Completion Date:	10/01/2014
	Comments:	4/15: To date, we have purchased Six-Minute Solution for K-2, the Comprehension Tool Kit, Junior Great Books, Read Naturally 0.8 online, and additional copies of Phonics for Reading. We are currently looking into the LLI program for Tier III to complement the new HM Journey's upgrade.
	<b>Task Completed:</b>	<b>05/15/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 6 of 7 (86%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Objective Met</b> 5/2/2014 11/25/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013
		<b>Objective Met</b> - 05/02/2014 11/25/2014
	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	Currently a great deal of professional development is happening in our

development:		<p>building, including iPad implementation, The Skillful Teacher, math common core, formative assessment trainings, Daily 5, and data trainings. Challenges we face are sharing training with colleagues and providing opportunities to train instructional assistants.</p> <p>Professional development for the 2013-2014 school year has taken place during staff meetings and professional development days for all staff. Additionally, many staff members have been a part of district wide professional development, which has been shared with the rest of the staff in either staff meetings or one-on-one. The leadership team has met twice monthly to help plan and design staff professional development for the whole staff. Professional development has been facilitated by the principal, Title teacher, special education teacher, leadership coach, and literacy coach throughout the year. Staff development specialists have also been brought in to conduct trainings on the new Treasures curriculum and formative assessments. The literacy coach also conducted trainings for educational assistants twice monthly on a variety of topics, such as engagement and management strategies. The literacy coach began to foster relationships and started coaching one-on-one with some staff as the year progressed.</p> <p>The professional development plan for the upcoming school year will be based off the staff's desire to use the buildings expertise to train each other. A staff survey compiled in house areas of identified strengths and weaknesses, and the core leadership team will develop the upcoming year-long staff development plan.</p>
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	Professional Development would be added to an extended staff meeting 9 times a year. Each session will include effective instructional strategies tailored to the needs of the school with a professional goal attached. Deepening content knowledge on the reading program will be addressed as well. Additionally four staff members will attend 4 days of SIOP training.
	Target Date:	10/01/2014
	<b>Tasks:</b>	
	<p>0. The leadership team will develop a year long professional development calendar based on the information gathered from the PLC staff survey, subsequent staff discussions, and principal observations. This calendar will be provided to all staff at the beginning of the 2014-2015 school year. Student achievement and growth data will be continually reviewed, and the professional development calendar updated as needed, in accordance with what the data dictates. We will also ensure that professional development includes, but is not limited to, intervention materials, strategies, and how to scaffold instruction so that the subgroup of SpEd students can best access the core.</p>	
	Assigned to:	Dayna Mitchell
	Added date:	05/02/2014
	Target Completion Date:	09/01/2014
	Comments:	4/15: Professional Development calendar is developed and focusing on growth mindset, planning rigorous instruction, and the ELA CCSS shifts. The leadership team reviews upcoming professional development, and makes changes and adaptations as needed.
	<b>Task Completed:</b>	<b>11/25/2014</b>
	1. Create a list of topics based on the PLC Self-Assessment Rubric for staff professional development.	
	Assigned to:	Karen Lacey
	Added date:	04/23/2013

	Target Completion Date:	12/31/2014
	Frequency:	once a year
	Comments:	On track for completion by the end of February 2014.
	<b>Task Completed:</b>	<b>05/02/2014</b>
2.	Please see indicator DSC 1.4	Task 5
	Assigned to:	Chelsea Mabie
	Added date:	04/23/2013
	Target Completion Date:	11/30/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>08/28/2013</b>
3.	Secure resources to address topics for extended staff meeting PD.	
	Assigned to:	Susan Penrod
	Added date:	04/23/2013
	Target Completion Date:	06/30/2014
	Frequency:	twice a year
	Comments:	
	<b>Task Completed:</b>	<b>05/02/2014</b>
4.	With the adoption of the new Reading curriculum, we will have on-going training and coaching in the areas of whole and small-group instruction, data interpretation, and instructional strategies (Jon Saphier) in order to meet each student's needs.	
	Assigned to:	Chelsea Mabie
	Added date:	06/07/2013
	Target Completion Date:	11/01/2013
	Frequency:	weekly
	Comments:	This is an on-going process that has begun on a one-to-one basis and grade-level team approach
	<b>Task Completed:</b>	<b>11/01/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/2/2014 11/25/2014
	Experience:	5/2/2014 Staff have gained a deeper understanding of curriculum materials, both core and intervention, to meet the needs of all learners through staff meeting professional development and scheduled trainings with the Literacy Coach.  11/25/2014 This experience provided us the opportunity to examine our practices, refine our skills, and develop additional knowledge around supporting effective professional professional development.
	Sustain:	5/2/2014 Continued trainings listed below for all staff.  11/25/2014 1. Update the Professional Development calendar, as needed. 2. Update the calendar each year based on the needs of staff, student

		achievement results, and district initiatives.
	Evidence:	<p>5/2/2014 The Literacy Coach met with Instructional Assistants monthly to provide training on instructional strategies, behavior management, and curriculum implementation. A book study on "Teach Like A Champion" is ongoing. One two hour staff meeting per month is used for professional development with the Treasures reading curriculum, intervention strategies, Jon Saphier "The Skillful Teacher" trainings, and formative assessments.</p> <p>11/25/2014 Procedures and structures are now in place to design yearly professional development calendars, activities, and instructional improvement efforts that connect to student achievement results.</p>
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 3 of 4 (75%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Our data teams are doing a good job of looking at student achievement data but we can improve in the area of curriculum assessment and review of instructional strategies.</p> <p>June 2014- This school year we began the process of working in Professional Learning Communities. While not fully implemented yet, grade level bands are working together, once per month, and are beginning to analyze our new curriculum's strengths and strategies we may need to supplement. As a full staff, we dedicated a staff meeting to reflecting on Treasures and discussing next steps for making any necessary changes. We need to continue to work further in our PLCs to assess strengths and weaknesses, as well as examining instructional strategies both in and out of the curriculum.</p>
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	Teachers will be aware of where the adopted curriculum is both strong and weak in meeting the common core. In areas that prove to be weak, teachers will have supplemented the curriculum with evidence based materials. Instructional strategies will be strengthened as teachers incorporate practices obtained through ongoing professional development.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. During the two-half day summer trainings staff will use the district developed curriculum alignment grid with CCSS as a base to begin planning units and identifying resources to supplement the curriculum as needed.	
	Assigned to:	Chelsea Mabie
	Added date:	08/13/2014
	Target Completion Date:	



	Target Completion Date:	06/30/2015
	Comments:	Literacy Coach and principal provided professional development on the shifts in the ELA CCSS, unit planning, backward design, and utilized the Planning Rigorous Instruction text with the staff. Staff was then given 1.5 days to begin the process of planning units and pulling supplemental materials to support the core program in alignment with CCSS and staff has revisited the key concepts throughout the course of the year.
	Task Completed:	03/31/2015
	2. Professional development will be provided specifically on curriculum design, and the instructional core, to help teachers be best prepared in planning and supplementing the curriculum to align with CCSS and meet the needs of each student.	
	Assigned to:	Chelsea Mabie
	Added date:	08/13/2014
	Target Completion Date:	06/30/2015
	Comments:	
	Task Completed:	05/15/2015
	3. Twice a year, after winter benchmark and spring benchmark, the leadership will look at grade level data to assess areas of strengths and weaknesses of the curriculum and/or instructional strategies as reflected in this data. This will allow us to best meet the needs of each student by addressing curricular weakness, provide appropriate supplemental materials and instructional strategies, coaching, and perhaps modify the professional development calendar if school wide trends are found.	
	Assigned to:	Susan Penrod
	Added date:	08/13/2014
	Target Completion Date:	06/30/2015
	Comments:	4/15: Winter benchmark process has been completed, and data has been reported in the winter HASD report. During a certified staff meeting, staff examined winter benchmarking data in the 100% meeting format and set growth targets for the spring. Spring Benchmark review will take place in June 2015.
	Task Completed:	05/15/2015
	4. The leadership team will research and locate math diagnostic options (examples: MAPS and Star 360).	
	Assigned to:	Susan Penrod
	Added date:	05/15/2015
	Target Completion Date:	06/30/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 4 (75%)
<b>Indicator</b>	<b>EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/10/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	Overall, this is an area of strength in our building. We were a pilot

	development:	school for the Caring for Kids curriculum and have a fully established PBIS program. A few classrooms need to strengthen implementation. June 2014- This year we have added IPBS to our behavior support program to address the needs of our students needing intensive behavior supports. We continue to implement the Caring for Kids curriculum, adding the Homeside activities and buddy classroom components this year. As part of our Walk to Read program, our Literacy Coach has worked both individually and in small groups training staff (both teachers and instructional assistants) on active engagement strategies in the classroom.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)</b>		
<b>Status</b>	<b>Objective Met</b> 10/30/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/10/2013	
		<b>Objective Met</b> - 10/30/2013	
	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>4j has adopted an evaluation system incorporating the framework of educator effectiveness. Several schools in the district are currently piloting the system. Spring Creek is not one of the pilot schools, but we will be implementing the system in the fall.</p> <p>June 2014-In the fall of 2013, our district implemented a new Educator Effectiveness and Growth Model. The evaluation complies with Senate Bill 290 and the Oregon Framework; its standards for effective teaching are based on research-based Interstate Teaching Assessment and Support Consortium (InTASC) developed by the Council of Chief State School Officers (CCSSO). The most significant difference from the prior evaluations is the professional development growth plans for teachers and student achievement measures, which are significant factors in every evaluation. In following district evaluation guidelines, our staff is fully participating in the process. Staff have been trained on Talent Ed, which is the electronic file cabinet 4j uses to store all evaluation documents and serves as a mechanism to record notes, goals, action plans, tasks, etc. The model is built on a four-year cycle with each teacher being placed on a unique year in this cycle. Cycles include both formal evaluations and professional growth plans. In addition, the cycle requires that all teachers develop three SMART goals, annually; two student achievement goals and one professional practice goal. The principal meets with teachers three times, over the course of the year, to discuss these goals. Similarly, time is scheduled to conduct formal and/or informal observations, depending on a teacher's particular year in the cycle. At Spring Creek we are on track with the implementation timeline developed by the district.</p>	
<b>Plan</b>	Assigned to:	Susan Penrod	
	How it will look when fully met:	Spring Creek will be implementing the Oregon Framework of Educator Effectiveness in September of 2013. Training will be provided by district staff and administrators will start using the observation tool in the fall.	

	Target Date:	06/30/2014
	<b>Tasks:</b>	
	1. Principal will participate in district training and will begin using the observation tool during monthly teacher observations in the fall.	
	Assigned to:	Susan Penrod
	Added date:	04/26/2013
	Target Completion Date:	09/27/2013
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>09/27/2013</b>
	2. Certified staff members will develop instructional and professional goals that will be evaluated by the principal during monthly observations and on-going dialogue.	
	Assigned to:	Susan Penrod
	Added date:	06/07/2013
	Target Completion Date:	09/27/2013
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>10/30/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	10/30/2013
	Experience:	The Principal has received district training in TalentEd and Evernote regarding capturing classroom observation notes and storing smart goals and meetings with certified staff.  Staff have successfully developed SMART goals and met with the Principal to discuss year-long plans. This is a new experience for all. It has led to meaningful goal-setting to meet the needs of all students. There have been rich conversations.
	Sustain:	Continued conversations and monthly observations.
	Evidence:	Observations and SMART goals entered into TalentEd.

### Comprehensive Achievement Indicators

#### Family and Community Involvement

<b>Indicator</b>	<b>FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently we have parent representation on Site Council that guides the direction of the school. Our Natives program has a strong presence. There are numerous times that the principal and staff engage groups of parents in educational discussions. We also have a YMCA child-care	

		<p>program located on campus.</p> <p>For the 2013-2014 school year we implemented the BEST after school program to enhance and reinforce student skills in reading and math. Currently, however, math is only addressed during the "homework" portion of the after school program (i.e. if the student has homework in math, the student is provided support in completing his/her work). The BEST program has partnerships with the University of Oregon and the Eugene Parks and Recreation program. We find this community collaboration to be extremely helpful and benefits our students as well as the community members who participate. The first glance at our student achievement data shows that this intervention is succeeding in increasing achievement in some areas. We have an annual Art Show and Duck Into a Book literacy event that are very popular in the community. These events not only include current staff and families, but many graduated and retired members as well. We also have an annual program collaborated with the local McDonald's. Staff work an evening in the restaurant and it helps raise funds for our school. The manager stated that this year's was the most successful that she has seen. We have a very active Parent Teacher Organization which sponsors many events including our yearly carnival. We find that involving the families and community is a great way to continue to build our partnership with them.</p>
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The aforementioned documents are annually reviewed and disseminated to families, but some key documents are not currently translated. Parents are involved in decision-making and evaluation of the school's plan. This summer the principal and school secretary will review documents and send to the District for translation. As part of our comprehensive needs assessment in the spring of 2013, we conducted one-on-one parent interviews to receive input regarding our CAP.</p> <p>June 2014--Parents are involved in decision-making and evaluation through the Parent Teacher Organization, Site Council and conversations with the principal and staff. In fall of 2013, the Site Council worked on updating the school mission and and goals. Parents completed the annual Title One parent survey that provided important feedback and some suggestions for future activities. This survey was offered on-line as well as a paper and pencil copy. Parents also completed a Site Council survey at the end of the year. We will continue to collect data from this in early fall. Early results show that parents have been satisfied with events we've sponsored and that they are interested in a Family Resource Center. Our principal holds a monthly coffee gathering with parents to receive input and to share information. Each month the Site Council is updated regarding our CAP</p>

		and Title One program. The leadership team regularly monitors and evaluates the effectiveness of the CAP and revises/adjusts accordingly.
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	By 2016, all key documents at Spring Creek will be translated into Spanish. We will continue to annually review, revise and disseminate these documents to all families.
	Target Date:	05/31/2016
	<b>Tasks:</b>	
	1. All key documents will be translated through the district office and distributed to parents requesting Spanish versions. This will be completed annually as documents are revised and added.	
	Assigned to:	Susan Penrod
	Added date:	04/19/2013
	Target Completion Date:	09/30/2014
	Frequency:	once a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
<b>Indicator</b>	<b>FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)</b>	
<b>Status</b>	<b>Objective Met</b> 5/15/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
		<b>Objective Met</b> - 05/15/2015
	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:	<p>Currently we have a curriculum night and a Title I "Duck Into a Book" night. Academic discussions between Spring Creek staff and groups of parents occur on a sporadic basis.</p> <p>June 2014--This year we provided four parent involvement evenings including Reading With Your Child, Duck Into a Book, Family Math Night and Family Engineering Night. Reading with Your Child was differentiated by grade level of students and included strategies for parents on how to read with their children, what types of questions to ask, how to give feedback while reading and how to make reading fun. Parents were also provided a list of recommended books by grade level. For Family Math Night families were provided ideas for simple games and activities to play at home, demonstrations of using technology related to math and given a list of website resources. During Engineering Night parents explored with their children various types of engineering skills including the importance of communication, perseverance, and teamwork. We have also started to discuss development of a Family Resource Center for next year. We continue to develop our parent section of the library, update our website and include parent resources in newsletters. We also have monthly Parent Teacher Organization (PTO) meetings. This year we offered an Open House/Curriculum Night which also included our Title One annual meeting. Parents received information about their child, information</p>

		about our new reading curriculum and resources from our school-wide Title program. We received feedback from parents that these activities were useful. We are excited to see how the use of a family resource center increases support to our families.
<b>Plan</b>	Assigned to:	Dayna Mitchell
	How it will look when fully met:	By spring 2016, parents will have an opportunity to participate in at least two family/community nights at Spring Creek. A yearly calendar will be distributed to families each fall listing varied activities, ranging from curriculum of the home, reading and math nights, parenting skills, and community-building events. A space to house a lending library including parenting books, internet access, and information on community resources will be available at Spring Creek. Additionally, a resource tab will be added to the website listing community resources and parental supports.
	Target Date:	05/31/2016
	<b>Tasks:</b>	
	0. Identify a space and begin to gather resources for the parent lending library. Resources will include books, a computer with internet access, and information on community resources.	
	Assigned to:	Dayna Mitchell
	Added date:	05/02/2014
	Target Completion Date:	06/30/2015
	Comments:	Elements of the task are completed; the final step is to operationalize the location.
	<b>Task Completed:</b>	<b>05/15/2015</b>
	1. Meet with the PTO to develop a list of topics and events for family activity nights.	
	Assigned to:	Susan Penrod
	Added date:	04/19/2013
	Target Completion Date:	09/30/2013
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>06/03/2013</b>
	2. Create a parent survey asking for ideas/ topics for parent activity nights. This survey will also ask parents what areas they need help assisting their children with learning and with parenting skills. Best days and times and barriers in attending will also be included.	
	Assigned to:	Susan Penrod
	Added date:	04/19/2013
	Target Completion Date:	06/27/2014
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>05/30/2014</b>
	3. After analyzing the data from the parent survey and PTO work session, we will establish, publish and distribute a calendar of parent/family events for the 2014-15 school year in English and Spanish. Staff will self-select which events to attend and present information to parents. Staff will address the barriers for parents attending and make a diligent effort to personally invite all to come.	
	Assigned to:	

	Assigned to:	Susan Penrod
	Added date:	04/19/2013
	Target Completion Date:	09/26/2014
	Frequency:	once a year
	Comments:	
	<b>Task Completed:</b>	<b>11/25/2014</b>
	4. Begin compiling materials for the parent resource section on the Spring Creek website.	
	Assigned to:	Chelsea Mabie
	Added date:	04/19/2013
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	Materials have been compiled, however, resources have not been added to the website as of August 13, 2014. This will take place in the beginning of the 2014-2015 school year.
	<b>Task Completed:</b>	<b>06/18/2014</b>
	5. By October 3, 2014, parents will be invited to at least two parent education events as determined from the survey results. A bus (transportation) will be provided to parents and families who otherwise would be unable to attend.	
	Assigned to:	Susan Penrod
	Added date:	04/23/2013
	Target Completion Date:	10/03/2014
	Frequency:	once a year
	Comments:	Contact North High for students to run daycare. Ask Rachel to supervise.
	<b>Task Completed:</b>	<b>11/25/2014</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	5/15/2015
	Experience:	5/15/2015 Our goal to improve family communication and involvement at Spring Creek has included surveying parents, visiting family resource centers, and working with staff to better meet the needs of our community.
	Sustain:	5/15/2015 In order to bring all information together to complete the Family Resource Center, we'll need to finalize the location, bring all materials together and secure staffing through the district. Yearly parent surveys will continue through Site Council.
	Evidence:	5/15/2015 The library for the Family Resource Center continues to grow, Parent surveys have been completed at all title events, and the spreadsheet inventorying the materials purchased is available for review.
<b>Indicator</b>	<b>FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
	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>Spring Creek currently has opportunities such as Site Council, PTO, Curriculum Night, volunteer opportunities, Parent/Teacher Conferences. Staff are always available to work directly with parents on an as-needed basis.</p> <p>June 2014--This year we offered transportation for our parent evening events, but none was used. We plan on funding child-care for next year. We believe this strategy will increase our family participation at events. We continue to have our annual Title One meeting and curriculum/Open House night. Information about volunteering opportunities and parent involvement events is shared at these events. This year we had a highly trained group of volunteers who assisted with our annual OAKS assessments. We find that this involvement was invaluable and really helped students be successful to have the individual proctoring. We provided a volunteer appreciation gathering and a special luncheon for our parent volunteers. We believe it's very important to say thank you we also feels this helps continue a positive relationship with our very much needed volunteers.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
	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>Currently Site Council has participated in book study groups. Additionally District Evaluation and Title I staff have presented to Site Council regarding school reform initiatives.</p> <p>June 2014--Parents are involved in decision-making and evaluation through the Parent Teacher Organization, Site Council and conversations with the principal and staff. Site Council meets once a month. In fall of 2013, the SITE council worked on updating the school mission and and goals. Information is shared with parents and input is received, particularly on Title One policies. We also have a Parent Teacher Organization (PTO) that meets once a month. Our principal also has regular coffee gatherings with parents to receive feedback and input on school related topics. Next year we will be offering a Family Resource Center and a parent liaison will work closely with the principal and Title One coordinator. Parents completed the annual Title One parent survey that provided important feedback and some suggestions for future activities. This survey was offered on-line as well as a paper and pencil copy. Parents also completed a Site Council survey at the end of the year. We will continue to collect data from this in early fall. Early results show that parents have been satisfied with events we've sponsored and that they are interested in a Family Resource Center. Each month the Site Council is updated regarding our CAP and Title One program.</p>	



<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/15/2013
	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>Currently we have three district tests fall/winter/spring, and results are communicated to parents at Parent/Teacher conferences. Additional information is communicated on a teacher-by-teacher basis through newsletters, emails, phone calls, etc. To date, students are not involved in their goal setting.</p> <p>June 2014--This year students in the 3rd-5th grades set goals regarding their growth on the OAKS assessments. Some targets were set from the prior year to this year and some targets were set within the first and second opportunities of test taking. The Literacy Coach coordinated and collaborated with the classroom teachers in order for the teacher to meet individually with each student and go over his/her growth goals in both reading and math. We believe this is the first step in an area that we need to continue to work on. Next year we'd like to set goals with students earlier and to include grades K-2 using EasyCBM assessments. Ultimately at elementary school we are preparing students for their future education and careers. We do make efforts to include models of college students who have been involved in our Duck into a Book literacy event and Family Engineering Night. Students from the University of Oregon came and read books to our students and helped demonstrate engineering activities. However, we need to continue to develop in this area.</p>
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)</b>	
<b>Status</b>	Full Implementation	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/15/2013
	Evidence:	<p>Staff work diligently to remove barriers to two-way communication. Examples of tools used regularly by staff include email, newsletters, Edmodo, direct phone calls, parent section of website, and numerous parent outreach events. Additionally each staff member has a direct phone line to expedite communication.</p> <p>School staff strive to reach hard-to-contact parents by reaching out to grandparents, care-givers, and other extended family members. Staff are also accessible before and after school to meet with parents. The principal also meets with parents and students regarding behavioral and academic concerns and celebrations. We are always looking for additional opportunities and tools to facilitate communication.</p> <p>All families are provided an opportunity for an annual parent teacher conference to receive updated information on their child's progress.</p>

When possible, the special education and/or title one teachers attend the conference to update parents. Students receiving services in either special education or title receive additional communication from these specialist instructors as well. Title sends out title progress reports with reports cards, detailing progress that title students have made during the course of the term. Special education sends out progress reports with report cards as well, again addressing student progress toward their goals. Special education students also have annual IEP meetings, where classroom teachers, parents, and special education teachers examine progress and make any changes to goals that are necessary. For all students, regardless if they are receiving Tier III services, progress reports with EasyCBM and/or OAKS data are printed from Quickbase to inform parents of assessment data at each report card period.

## Comprehensive Achievement Indicators

### Teaching and Learning

<b>Indicator</b>	<b>TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
	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:	<p>Eugene School District 4J has been continually offering K-5 math training and alignment with the Common Core State Standards. Plans for reading and writing are still developing. Instructional assistants, classroom teachers, specialists, and other building personnel will need additional training in aligning instruction to the common core standards. Additional budgeted resources will be necessary to accomplish this goal.</p> <p>June 2014- Spring Creek teachers have been actively participating in trainings for the unrolling of CCSS math standards and have a representative on the district math committee. The literacy coach has been participating in the Literacy Leaders meetings, which have focused heavily on CCSS literacy standards being in place for the 2014-2015 school year. Information on resources and shifts in CCSS have been shared with staff, with some staff beginning to utilize these resources this school year. Days have been planned in mid-August for staff to work on aligning a pacing guide for the Treasures curriculum and CCSS literacy standards, as well as begin developing CCSS aligned assessments. Implementation of CCSS standards, and assessments aligned to these standards, will be a major focus for the 2014-2015 school year with professional development and PLC work for the staff.</p>	
<b>Plan</b>	Assigned to:	Chelsea Mabie	
	How it will look when fully met:	Teachers will address the common core shifts and will supplement the adopted curriculum to ensure implementation of the new standards. The language of the common core standards will be integrated into the school culture. Students will also be able to articulate what they are learning, and why.	
	Target Date:	06/30/2016	

	<b>Tasks:</b>	
	1. The Literacy Coach and at least two other staff members will attend the three-day CCSS Summer Institute: Strengthening the Core at Lane ESD in June 2014 to develop a knowledge base of common core strategies and resources to bring back to the building.	
	Assigned to:	Susan Penrod
	Added date:	05/02/2014
	Target Completion Date:	06/26/2014
	Comments:	The Literacy Coach and four additional staff members attended the CCSS Summer Institute: Strengthening the Core at Lane ESD. Their insights will be shared throughout the 2014-2015 school year.
	<b>Task Completed:</b>	<b>06/25/2014</b>
	2. Those attending the CCSS: Strengthening the Core institute in June of 2014 will share information and resources with staff throughout the school year during professional development and PLC meetings to further deepen the staff's knowledge of the common core as well as build a common language. The resources and information shared, through this professional development, will allow the PLCs to design instructional units which common core aligned.	
	Assigned to:	Chelsea Mabie
	Added date:	05/02/2014
	Target Completion Date:	06/30/2015
	Comments:	Our Literacy Coach, Chelsea Mabie, has been supporting the shifts to common core instruction through mini-lesson formats as a component of staff meetings.
	3. PLCs will support implementation of common core state standards into daily instruction. The work done at the CCSS institute in the summer, and the professional development stemming from this training, in addition to additional CCSS resources will be continued during twice monthly PLC meetings in which teachers work to align their instruction and assessments to the common core.	
	Assigned to:	Susan Penrod
	Added date:	05/02/2014
	Target Completion Date:	06/30/2016
	Frequency:	twice monthly
	Comments:	4/15: PLC groups are established, meeting to support this task and monitoring student progress.
	4. Staff will attend three half-day district trainings on the Common Core ELA standards throughout the 2014-2015 school year. These trainings will also inform the work of the PLCs.	
	Assigned to:	Gretta Sagolla
	Added date:	05/02/2014
	Target Completion Date:	06/12/2015
	Comments:	All sessions taught by Gretta Sagolla, district Staff Development Specialist.
	<b>Task Completed:</b>	<b>03/31/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
<b>Indicator</b>	<b>TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)</b>	
<b>Status</b>	Tasks completed: 1 of 2 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	(3 - highest 2 - medium 1 - lowest)

	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>Spring Creek has a data base including SWIS (behavioral and attendance), Quickbase, easyCBM, eSIS and OAKS accessed by leadership teams, reviewed regularly, and available to staff. Teachers receive timely reports of district and state assessments. Varied implementation of pre and post unit tests is present across grade levels. There are varied levels of maintaining records for each student's mastery of specific learning objectives among classroom teachers. While many teachers use a variety of academic evaluation methods, more formalized documentation is needed.</p> <p>EasyCBM assessments are given three times yearly, to all students, during benchmarking windows (fall, winter, spring). In addition to this, students who are below the 20%ile are progressed monitored every ten instructional days. With the adoption of the new Treasures curriculum, during the 2013-2014 school year, staff members have been utilizing many of the assessments used with the curriculum as well as adapting them to make them align more with standards. Currently, there is no general consensus on how often these curricular assessments are given, with some grades doing them weekly and others using them at the end of units (every 5-6 weeks). Staff received training in the spring, from a district staff development coordinator, on formative assessment and we did in-house professional development on data analysis. Additional professional development is needed on both formative assessments and data analysis and how this data can enhance instruction, as well as on how to create assessments to use in a formative manner.</p>	
<b>Plan</b>	Assigned to:	Chelsea Mabie	
	How it will look when fully met:	Currently a building and district level systems are in place in SWIS, easyCBM, eSIS, OAKS and Quickbase. As we are moving forward with the reading program, teachers will agree upon a common reading assessment within the program to monitor achievement toward state standards. Additionally more professional development will be focused on formative assessments and data analysis.	
	Target Date:	06/30/2015	
	<b>Tasks:</b>		
		1. Establish common formative assessment within grade level teams. Teams will identify or develop common assessments to be used to determine student knowledge and skills of recently taught material. These assessments will be determined and/or developed, and their data analyzed, during PLC meetings.	
	Assigned to:	Chelsea Mabie	
	Added date:	04/25/2013	
	Target Completion Date:	06/30/2015	
	Frequency:	once a year	
	Comments:	This is another task that will be on-going throughout next year. This year teachers identified gaps in the in-program and district assessments, and have now had an introduction to CFAs. This work will most likely proceed in PLCs.	
		2. Common formative assessment training for all certified staff members.	

	Assigned to:	Kathy Luiten	
	Added date:	04/25/2013	
	Target Completion Date:	03/21/2014	
	Comments:	<p>revisit as needed</p> <p>August 13, 2014- We have reopened this task, because we have determined the need for continued training and work in this area for all certified staff members.</p>	
	<b>Task Completed:</b>	<b>03/21/2014</b>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
<b>Indicator</b>	<b>TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)</b>		
<b>Status</b>	<b>Objective Met</b> 2/4/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
		<b>Objective Met</b> - 02/04/2014	
	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:	<p>Currently district benchmark and progress monitoring assessments, as well as OAKS state assessment data are analyzed every six weeks at a minimum. This is done through the district RTI process. This data team process includes participation of classroom teachers, administrators, specialists, Title 1 coordinator and SPED staff. Educational Assistants are not included in this process. SMART goals are written to address the achievement gaps within grade levels. We make decisions and academic plans for appropriate instructional grouping and interventions based upon the analysis of benchmarking, progress monitoring and formative classroom assessments.</p> <p>While benchmarking and progress monitoring data time frames are dictated, classroom teachers decide when to use assessments from their curriculum as well as any teacher created assessments they produce for units of study. These decisions are made by grade level teams, and range from weekly assessments to end of unit assessments (every 5-6 weeks). Many times teachers modify and add to curriculum assessments, as they see fit. The data collected from these assessments are used during data team meetings, as well as PLC meetings, to help determine flexible groupings in walk to read as well as the possible need for further evaluation.</p>	
<b>Plan</b>	Assigned to:	Chelsea Mabie	
	How it will look when fully met:	By Spring 2014 certified staff members will have deepened their knowledge and skills in the analysis of student assessment that are aligned with standards. They will be engaged in the analysis of OAKS data, easyCBM data, as well as in-program assessments and additional classroom formative assessment data.	
	Target Date:	08/15/2014	

Tasks:

0. Two staff member and the principal will attend the COSA Assessment Institute on August 7-8, 2014.	
Assigned to:	Susan Penrod
Added date:	05/06/2014
Target Completion Date:	08/11/2014
Comments:	
<b>Task Completed:</b>	<b>08/08/2014</b>
1. A team of three teachers, the leadership coach, a district representative, and the principal will attend the COSA summer assessment institute on August 1st and 2nd of 2013.	
Assigned to:	Susan Penrod
Added date:	04/25/2013
Target Completion Date:	09/30/2013
Comments:	Two of three teacher representatives were able to attend. The Leadership Coach, District Rep., and Principal attended.
<b>Task Completed:</b>	<b>08/02/2013</b>
2. Ongoing coaching during data team meetings will be provided by the literacy coach, the essential skills coordinator, the Title 1 coordinator or the district staff development specialist.	
Assigned to:	Chelsea Mabie
Added date:	04/25/2013
Target Completion Date:	06/30/2014
Frequency:	monthly
Comments:	Has become routine as of January 28, 2014
<b>Task Completed:</b>	<b>01/28/2014</b>
3. Leadership team (seven members) will attend the COSA DeFour conference on October 10 and 11	
Assigned to:	Susan Penrod
Added date:	12/20/2013
Target Completion Date:	10/11/2013
Comments:	Completed on October 10 and 11th 2013
<b>Task Completed:</b>	<b>10/11/2013</b>
<b>Implement</b>	Percent Task Complete:
	Objective Met:
	Experience:
	Sustain:
	Evidence:
<b>Indicator</b>	<b>TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)</b>
<b>Status</b>	<a href="#">In Plan / No Tasks Created</a>
<b>Assessment</b>	Level of Development: Initial: <b>Limited Development</b> 04/15/2013

	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:	<p>Currently staff review standards-based assessments on a six-week basis to plan for differentiated instruction. There is a range of knowledge and skills among staff related to differentiated, targeted instruction, and the use of data to plan.</p> <p>As of the 2013-2014 school year, assessment data is used in a variety of ways to shape instruction and differentiate for students. Every six weeks, data team meetings take place to determine next steps for students who are struggling as well as discuss students placement/resources in Tier III programs. Benchmarking, progress monitoring, and classroom assessment data are all used to help make next step decisions for these students. In title and special education classrooms, progress monitoring information is used to determine placement in groups, which often change throughout the course of the year depending on how students progress. Classroom teachers use classroom assessment data, as well as easyCBM data, to help determine which Walk to Read groups students are placed in. These are flexible and differentiated groups, which should change frequently, as data comes in teachers move students as they see fit. Teachers then plan for small groups, based on needs shown in the data, for both the small groups they instruct as well as their educational assistants. While we have begun this process, continued professional development on how to analyze data to help make decisions on how instruction should be differentiated is needed. Work needs to continue on how to become even more specific on needs, and then tailoring strategies and curriculum to meet these needs.</p> <p>At this time, because reading has been a priority of ours, attention to the use of assessment data in planning and delivering differentiated lessons in math has been secondary with less focus placed in the area of mathematics.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned	

### Comprehensive Achievement Indicators

#### Technical and Adaptive Leadership

<b>Indicator</b>	<b>LDR5.1 - A distributed leadership process is used to build the capacity of others in the school. (3185)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>This is an area of strength for Spring Creek. Currently we have representatives at the district level for Math, Reading, Jon Saphier, Technology, Caring for Kids, etc. We will continue to build capacity with our Leadership Team and will work to systematize the dissemination of training and information across the building.</p>	

June 2014--This has been an exciting year in terms of building leadership capacity in our building. We have a core leadership team that includes the principal, State Leadership Coach, Literacy Coach, Speech Pathologist, Title One Coordinator and the Special Education teacher. We meet monthly as a core team and once monthly as an extended team which includes three grade level teachers as well. These teachers are the leaders of their Professional Learning communities which are teams developed with grade bands (k-1, 2-3, 4-5). The core team had training on PLCs and has implemented some of the main ideas including developing norms, developing agendas, decision-making processes and two way communication. The PLCs meet once a month to have discussions, make decisions and take suggestions back to the core leadership team.

We continue to have our teacher leaders on the District level committees this year. These leaders share and disseminate information at our twice monthly staff meetings. This year we have added one teacher to the Jon Saphier, so the current total is 2. We hope to add an additional person next year. We have also been able to have some professional development presented by leaders during extended staff meeting time. These leaders have integrated concepts from their trainings into our professional development activities. For example, while presenting professional development about comprehension, teacher leaders included questioning techniques and critical thinking skills from Jon Saphier. We will be adding a representative to the writing group, as we will be implementing new District curriculum in this area.

We have several technology related teams and committees who work closely with District representatives. The main building team has representatives from primary and intermediate grades. We also have a team that is designated for the 4th and 5th grade teams' involvement in the iPad project.

Lastly, this year we had a core group of teachers, including the Title One teacher, that was the parent involvement team. This team planned, organized and coordinated all of our parent involvement events for the year. These roles are outlined in our District leadership plan as approved.

<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	We will explore options for the dissemination of information and development of skills related to the aforementioned initiatives.
	Target Date:	06/17/2016
	<b>Tasks:</b>	
	0. Create a survey of in-building expertise regarding intervention and supplemental program materials, curriculum integration, instructional technology, behavior supports, formative assessment etc.	
	Assigned to:	Chelsea Mabie
	Added date:	05/02/2014
	Target Completion Date:	06/20/2014
	Comments:	
	<b>Task Completed:</b>	<b>06/18/2014</b>
	1. The literacy coach will work with the initiative representatives (staff members) to establish a standing agenda item once a month during a staff meeting to share relevant information.	



	Assigned to:	Chelsea Mabie
	Added date:	04/25/2013
	Target Completion Date:	10/31/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>11/25/2014</b>
2. The Literacy Coach and staff will share additional information on the a fore mentioned initiatives, as needed through staff professional development sessions, PLCs, and individual coaching. Updates will be recorded in the meetings notes, and update periodically in this task.		
	Assigned to:	Chelsea Mabie
	Added date:	06/07/2013
	Target Completion Date:	06/19/2015
	Frequency:	twice monthly
	Comments:	4/15: The Literacy Coach and principal support the PLC leaders in the development of agenda topics and provide materials to enhance the opportunity for shared leadership skill development in the PLC process.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)
<b>Indicator</b>	<b>LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs. (3186)</b>	
<b>Status</b>	<b>Objective Met</b> 5/2/2014	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
		<b>Objective Met</b> - 05/02/2014
	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:	<p>This is a transition year for the district. We are currently using the iWalk observation tool, and next year will move to the new teacher-evaluation tool. Spring Creek has not been part of the pilot process.</p> <p>June 2014-Currently, the building principal conducts classroom observations both formally and informally. Informal observations occur at least 3-4 times a year and meet/exceed the minimum requirements outlined in our district's Educator Effectiveness and Growth Model. In addition to informal observations, the principal conducts frequent classroom drop-ins and joins various meetings to gain insights into operations, interactions, leadership, initiatives, etc. The principal follows up with classroom visits by leaving a note and/or verbalizing feedback, which affirms best practice and offers ideas for deeper consideration and application. For the most part, feedback is aligned with the teacher's individual SMART goals or building school improvement goals. Formal observations incorporate the district adopted evaluation rubrics, which encompass the performance standards for effective teaching (i.e. four domains). Through these conversations, the principal takes the opportunity to share resources, support and gathers ideas for future professional development. Still,</p>

		work could be done to better align the PD needs of the collective staff to find commonalities, provide collaboration opportunities and be more efficient with time and resources.
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	The Educator Growth and Effectiveness System (Eugene's teacher evaluation system) will be implemented in the fall of 2013. The building principal will conduct classroom observations using this tool and professional development will be given to the principal and staff.
	Target Date:	06/30/2014
	<b>Tasks:</b>	
	1. Principal will attend district training on the system and the observation tool in August 2013.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	09/30/2013
	Comments:	
	<b>Task Completed:</b>	<b>08/30/2013</b>
	2. Principal will conduct monthly classroom observations for all certified staff and will provide specific feedback related to their individual instructional goals and overall instructional effectiveness.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	09/27/2013
	Frequency:	monthly
	Comments:	Monthly observations have begun and are being documented in TalentEd
	<b>Task Completed:</b>	<b>10/30/2013</b>
	3. As part of this process each certified staff member will set goals for the current year.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	09/30/2013
	Comments:	
	<b>Task Completed:</b>	<b>10/30/2013</b>
	4. Data from observations will be collected to look for trends.	
	Assigned to:	Susan Penrod
	Added date:	06/14/2013
	Target Completion Date:	03/21/2014
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>05/02/2014</b>
	5. The Principal will use observation data to identify trends and patterns and plan professional development accordingly.	
	Assigned to:	Susan Penrod
	Added date:	06/14/2013
	Target Completion Date:	

	Target Completion Date:	06/11/2014	
	Frequency:	monthly	
	Comments:		
	<b>Task Completed:</b>	<b>05/02/2014</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	5/2/2014	
	Experience:	5/2/2014 The principal completed both informal and formal observations with all certified staff, looking for trends that provided information for professional development.	
	Sustain:	5/2/2014 Continued yearly observations and evaluation of needed professional development.	
	Evidence:	5/2/2014 Completion of observations. Compilation of PD trends and ideas. Completion of PD calendar for next year.	
<b>Indicator</b>	<b>LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)</b>		
<b>Status</b>	<b>Objective Met</b> 2/4/2014 2/4/2014		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013	
		<b>Objective Met</b> - 02/04/2014 02/04/2014	
	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>We are currently establishing Spring Creek's Leadership Team.</p> <p>June 2014- Our leadership team is made up of the principal, leadership coach, literacy coach, Title 1 coordinator, Sped. Teacher, Speech pathologist (core leadership team), and 3 teacher leaders. The team attended the Defour PLC conference in October 2013, using this training to provide professional development for the staff. The team meets twice per month to review data, plan and provide professional development for the staff, align curriculum, and further refine school-wide schedules. Teacher leaders communicate information to their grade levels and discuss topics generated during leadership team meetings. This information is then used to develop staff meeting agendas and trainings needed, both school wide and for specific grade levels. Members of the core leadership team assist in building the agenda for both leadership team meetings and staff meetings. One member from the core leadership team serves on each grade-level team.</p>	
<b>Plan</b>	Assigned to:	Susan Penrod	
	How it will look when fully met:	The school's leadership team will consist of a core leadership team and an expanded leadership team. Currently the school leadership team is in development. We will identify responsibilities for team members (the core team and the expanded team). Current teams include grade level data teams, PBIS team, literacy team etc. We will work to	

		strengthen structures and clearly develop roles and responsibilities for team members.
	Target Date:	12/31/2013
	<b>Tasks:</b>	
	1. Establish the core leadership and expanded leadership team.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	10/31/2013
	Comments:	
	<b>Task Completed:</b>	<b>08/27/2013</b>
	2. The certified staff will complete the Professional Learning Communities Self-Assessment Rubric	
	Assigned to:	New Literacy Coach
	Added date:	04/25/2013
	Target Completion Date:	11/30/2013
	Comments:	To be completed at staff meeting on Nov. 12  Completed on January 28, 2014
	<b>Task Completed:</b>	<b>01/28/2014</b>
	3. Look at the current teams and membership, and equally distribute membership among the teams.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	11/30/2013
	Comments:	
	<b>Task Completed:</b>	<b>09/30/2013</b>
	4. Define roles of the teams to make sure we are not duplicating efforts and combine or eliminate teams as needed.	
	Assigned to:	New Literacy Coach
	Added date:	04/25/2013
	Target Completion Date:	10/31/2013
	Comments:	Defining the roles of the teams led to streamlining both team membership and the number of teams at Spring Creek. No staff member is involved in more than two teams.
	<b>Task Completed:</b>	<b>09/30/2013</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/4/2014 2/4/2014
	Experience:	2/4/2014 Establishing and expanding the core leadership team has been valuable and feel we have the right people in leadership positions in the school to move the work forward. The grade-level band teacher leaders were selected by their peers.  2/4/2014 Establishing and expanding the core leadership team has been valuable and feel we have the right people in leadership positions in the school to move the work forward. The grade-level band teacher leaders were selected by their peers.

	Sustain:	2/4/2014 Continue to ensure the meeting structures are in place.
		2/4/2014 Continue to ensure the meeting structures are in place.
	Evidence:	2/4/2014 Meetings are scheduled monthly throughout the year in the form of standing meetings.
		2/4/2014 Meetings are scheduled monthly throughout the year in the form of standing meetings.
<b>Indicator</b>	<b>LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/15/2013
	Evidence:	The principal has moved teachers to grades levels that maximizes their skill level and talents, increasing student outcomes. The principal, after collaborating with the staff, distributes the allotted FTE to the appropriate grade levels, balancing class sizes. After teachers place students in classrooms for the following year, the principal reviews the list to ensure balanced classrooms, enlisting feedback from specialists. The principal uses the 21st century grant funds to increase direct instruction minutes, hiring additional Instructional Assistants to work with small groups of students on targeted skills. The data team assists teachers every 6 weeks by reviewing student data and developing intervention plans, as needed. The core leadership team also works collaboratively to develop the master schedule. The principal meets with certified staff at the beginning of the year to assist with student achievement and professional growth goals. Observations, both informal and formal, are completed throughout the year. Mid and end of the year goal check-ins provide opportunities for feedback and to adjust goals as needed.  All of these activities continue on an on-going basis.
<b>Indicator</b>	<b>LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)</b>	
<b>Status</b>	<b>Objective Met</b> 5/15/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/15/2013
		<b>Objective Met</b> - 05/15/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We do have collaborative opportunities within data teams. We're developing our school Leadership Team and are in the process of re-writing our School Improvement Plan through an equity lens. We are developing a shared vision, and will continue to build our proficiency in these area.  In 4/24/13, the Spring Creek Site Council adopted the following Mission

		<p>Statement: "With consistent, structured, and engaging environments, we believe each student can learn; we believe that family and community support is critical; we respect and embrace the diversity of our families and community, striving to create a welcoming and respectful learning community". The goals that operationalize that mission are as follows: Each student will perform at or above his/her personal growth target in Reading and Math as demonstrated on district and state assessments.</p> <p>Several of the core leadership team members attend the School Improvement conference in May of 2014, and decided that having one specific focus for the upcoming school year, like many high achieving schools have done, to make growth. With the new Site Council mission and goals in place, the leadership team, with input from the staff, is poised to select one common vision for the staff to focus on for the next year. This next step in getting behind a shared vision will take place in August 2014.</p>
<b>Plan</b>	Assigned to:	Susan Penrod
	How it will look when fully met:	The principal and the leadership team have ensured the training of four additional staff members in a cultural competence training. Continued work for deeper implementation on Jon Saphier's work on high expectations and the Caring for Kids curriculum. Teachers will have analyzed the newly adopted core curriculum through an equity lens and made necessary adjustments. The Site Council has developed the School Improvement Plan with an eye toward equity.
	Target Date:	06/01/2016
	<b>Tasks:</b>	
	1. Staff will be made aware of the current diversity within the school as compared with previous years.	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	09/30/2014
	Comments:	Get information from Oscar. Get input from Carmen and Brenda possibly to present the data or help lead the discussion. Add some questions to the parent survey - Are you represented at school?
	<b>Task Completed:</b>	<b>09/23/2014</b>
	2. See indicator DSC 1.6 Task 3	
	Assigned to:	Kathy Luiten
	Added date:	04/25/2013
	Target Completion Date:	03/31/2014
	Comments:	On track to complete by February 25th, 2014
	<b>Task Completed:</b>	<b>03/31/2014</b>
	3. Review the school improvement plan with staff..	
	Assigned to:	Susan Penrod
	Added date:	04/25/2013
	Target Completion Date:	06/01/2016
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	

Task Completed: 03/31/2015

5. Review the Turnaround principals and identify 2 quick wins to implement during the 2013-14 school year.

Assigned to: Susan Penrod

Added date: 04/26/2013

Target Completion Date: 06/30/2014

Comments: The two quick wins were creating the structures for the PLC and Walk to Read model. Implementation through these structures will continue.

Task Completed: 05/02/2014

6. As a staff, we will be taking part in books study to help shape a common vision and the importance of high expectations in the classroom. Staff will be reading Mindset in the Classroom as well as The Secrets and Simple Truths of High-Performing School Cultures, to develop a common language about effort based achievement and the power of a growth mindset.

Assigned to: Susan Penrod

Added date: 08/13/2014

Target Completion Date: 06/30/2015

Comments:

Task Completed: 03/31/2015

**Implement**

Percent Task Complete:

Objective Met: 5/15/2015

Experience: 5/15/2015  
The leadership team has continued to develop a cultural competence by promoting and participating in the Taking it Up training. The team has worked with Mindsets, and incorporated it into professional development for the Spring Creek staff. We also had the Natives Coordinator come to a beginning of the year training to review the needs of this group which has a strong population base within the school.

Sustain: 5/15/2015  
District level of support to continue the Taking it Up training for new staff and those staff who have not yet received training. Building calendar should be developed to be respectful of culturally significant dates and events. Continued translation support, for families, will need to be accessible.

Evidence: 5/15/2015  
There is a list of teachers who have attended Taking it Up, and those who are still needing to take it. Resources are sent out to those who had attend that can be shared with the school community. Documents have been translated for families who need that resource.

**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 04/15/2013

Evidence: Susan Penrod, Spring Creek's principal, joined the Spring Creek staff right before the school was identified as a focus school by ODE . With this designation in mind, she has initiated and supported many changes that are aimed at increasing student achievement. She facilitated choice of a new reading structure, developed a core leadership team, implemented the PLC model which will focus on instruction, and helped support staff during many of the large

		<p>transitions in curriculum and district-wide initiatives (such as The Skillful Teacher, CCSS math roll out, curriculum adoption, TalentEd, etc). She is working hard to help develop a shared vision of high expectations and goal setting with the staff and core leadership team.</p> <p>The principal assists in setting student achievement goals and professional goals with each staff member at the beginning of each year. These goals are then reviewed mid and end of year, with observations taking place in between to facilitate discussion and document evidence on how staff can further student achievement.</p> <p>All of this work will continue in the future, so that the principal can continue to guide and motivate staff toward student achievement.</p>
<b>Indicator</b>	<b>LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/15/2013
	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:	<p>This is an area in which the Principal has minimal opportunity to recruit staff. The district has structures in place for staff placement. However, there is a building interview process.</p> <p>June 2014-Currently, contract language influences staffing shifts including displacements, lay-offs and building placements. As such, school leadership may not have complete control over recruiting and retaining highly qualified staff. When the principal is able to post a position, she works with our HR Recruitment Administrator to seek out, and hire, the most qualified staff that is the best fit for our building. Recruitment may include regular correspondence with the Recruitment administrator, reaching out to colleagues and universities, mentoring student teachers to be poised for a position should one become available, and creating an environment of adult professional learning that attracts quality people.</p>
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/15/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are currently evaluating our School Improvement Plan. Site Council reviews and approves the plan every three years. There is a need to recruit more participation from parents and community to be part of this Site Council process. Staff are afforded an opportunity to review and approve the plan.



		<p>Our school-wide plan is monitored and revised by our Site Council and Leadership Team. The District provides monthly meetings for the Title One Coordinator to receive support with the plan. The Coordinator maintains a compliance notebook that supports implementation of the plan. This notebook is turned into the District at the end of the year. The District Title Director meets with our Title Coordinator and principal 3 times a year. At the school level, we annually monitor our CAP's effectiveness through once a month meetings of the Core Leadership Team, our on-going Professional Learning Communities of Grade Level Bands of teachers and meetings between our state leadership coach, principal and school literacy coach. We also monitor the plan through the school's Site Council, that includes parent representatives. The principal provides updates, both formal and informal, to her district supervisors (the Director of Elementary Education and Superintendent), seeks feedback and support regarding the school's improvement efforts. We also follow State guidelines for revising our CAP in the Spring (May 2, 2014). This was an off site work session whereby our lead team conducted a comprehensive review of the effectiveness of the CAP. This review included considerations to timelines, tasks and a refresher of what each objective would look like when fully implemented.</p> <p>We will continue to review our plan every year and evaluate the outcomes. Focusing on the outcomes will be a good indication of our success.</p>
<b>Plan</b>	Assigned to:	Not yet assigned
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/15/2013
	Evidence:	<p>During the school year 2012-2013 a school Lead Team conducted a comprehensive needs assessment based on data collected over the last three years. This process began at several certified staff meetings and totaled 8-10 regular meetings throughout the year. Staff worked in groups of 4-5 to review data and discuss priority objectives for the Comprehensive Achievement Plan (CAP). We reviewed behavioral data through the SWIS system and our PBIS team minutes. We reviewed student achievement data by using the results of the OAKS state testing and our District EasyCBM scores. About 75% of the staff participated in this self- assessment process and groups were comprised of long time staff members and newer staff members. The principal and the State Leadership Coach participated fully in these meetings. Next, the principal, the District Title One Director, Superintendent and the State Leadership Coach met with a team from the Oregon Department of Education. The representatives reviewed the priority objectives and did an appraisal where ratings were completed. The Lead Team compiled the information recorded by the staff and ODE representatives. Parent/Family data were collected through a series of interviews conducted by consultants hired through ODE. About 30 parents participated in 20-minute one-on-one interviews or surveys. These parents included our Site Council representatives. There was also a Title One targeted parent survey conducted in the spring and data was reviewed. This information was also compiled by the school Lead Team and shared with staff. After data collection and analyzing data, the school Lead Team engaged in a prioritization</p>

process to determine the school's greatest needs. All data and information were finalized and presented at the last school staff meeting of the year as the CAP for Spring Creek. Thirteen objectives, or indicators, were established