

## Comprehensive Progress Report

**Mission:** Riverside High School welcomes, engages, exposes, and empowers a diverse community of learners to foster critical thinking and prepare students for lifelong learning and engaged global citizenship.

**Vision:** Riverside High School graduates will be self-reliant global citizens who make their mark as positive and contributing members of their communities.

**Goals:**

Goal: By the end of the school year, every teacher will have a dynamic classroom website linked into faculty information on Riverside’s website for students and parents to access.

By the end of the school year, all departments will vertically and horizontally align each course to ensure students are receiving comparable rigorous instruction in 100% of core classes taught.

Riverside High School will work with the COSEBOC to implement restorative practices in order to support students needs and create a safe inclusive environment for teachers and students.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Classroom management is generally positive at Riverside. It is, however, very teacher based and connected to individual teachers' professional development.</p> <p>upon review of the DPS 2017-2018 student climate survey Q 31 E. My teachers consistently enforce the rules managing student conduct. Score previously was 73 percent, and for the current school year rose to 82%, In addition, Q 31 F. My school administrators consistently enforce the rules managing student conduct previous year 79% and this year 84%. These number support increase in rule implementation and understanding based on students climate. In addition upon review of the survey question, 31 E. My teacher consistently enforce the rules ( managing student conduct) score increased from 73% to 82% based upon results from data from the survey. In contradiction upon review of Teacher working conditions survey, teachers Q5.1 Teacher consistently enforce rules for student conduct, in 2016 it was 38.7% and it increased to 44.9% that supports an increase, however, does not effectively support the notion that teachers actually enforce the rules.</p>	Limited Development 09/26/2017		
		Priority Score: 1                      Opportunity Score: 2	Index Score: 2		
<i>How it will look when fully met:</i>		School implementation of uniform policies followed through effectively & positively by every teacher. All students will understand what is expected of them - the rules of conduct and the rewards and consequences for following those rules. This will look like teachers with rules posted (both classrooms created management rules and schoolwide policies like tardies, etc.), 90+% of students acknowledge that they know the rules and report that they feel safe and valued in their classroom.		<b>Robert Duncan</b>	<b>06/30/2020</b>
<i>Actions</i>			<b>2 of 5 (40%)</b>		
	10/4/17	Task team creates a google form that entails teacher compliance in the implementation of standard classroom management.	Complete 10/25/2017	Kate Mester	10/31/2017
<i>Notes:</i>					

10/4/17	Administrators add questions to walkthroughs: 1. Yes or No is new tardy policy displayed in the classroom? 2. Are teachers enforcing the cellphone policy via properly displayed placard? 3. Are teachers upholding restroom policy no bathroom passes for the first or last 10 minutes of class and using the pass?	Complete 10/31/2017	Craig Carlson	10/31/2017
<i>Notes:</i>				
10/4/17	Documentation of daily attendance for students (tracking tardy policy) to be tracked by AP Britton Brown by end of year 2018.		Tonya Williams	06/11/2020
<i>Notes:</i>				
9/24/18	Continue to monitor progress from (student climate survey, and teacher working condition survey TWC) to monitor and check for continued progress in both to ensure understanding is met and supported via data gather by LEA		Robert Duncan	06/11/2020
<i>Notes:</i>				
8/7/18	End of year walk through data points that provides evidence of positive interaction and classroom management. Direct data points to be included would be the number of teachers that were deemed proficient, developing, distinguished or accomplished in their evaluations EOY 2018.		Tonya Williams	08/31/2020
<i>Notes:</i>				
<b>Implementation:</b>		08/07/2018		
<b>Evidence</b>	8/7/2018			
<b>Experience</b>	8/7/2018			
<b>Sustainability</b>	8/7/2018			

		<b>A1.09</b>	<b>The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		to be developed		Limited Development 01/29/2020		
<i>How it will look when fully met:</i>		to be developed			<b>Ashley Stephens</b>	<b>06/30/2021</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	1/29/20	Monitor responses by students on various surveys and attendance from the AllTimely app.			Ashley Stephens	06/30/2020
<i>Notes:</i>						
	1/29/20	Students will participate in the 3-2-1 Work Base Learning beginning with the freshman class 2023			Ashley Stephens	06/30/2020
<i>Notes:</i>						

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
A2.01		Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, EOC classes and some PLTs are meeting together at least two times a month. This year we are working the structures so that PLTs can meet this goal. Data and best practices are not consistently shared among teachers and PLTs. At this time some PLTs are updating agendas and minutes and others are not, indicating a need for increased accountability. This will take time as there is a learning curve for teachers at RHS. In addition, emphasis on "what to do with the data" once we have it and what type of data is best to inform instruction is needed.	Limited Development 09/26/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		<p>PLTs with common planning will meet once a week for 45 minutes. PLTs without common planning will meet two times a month for at least 45 minutes each meeting. PLTs will be led by trained PLT leaders. Minutes will be available in a shared folder accessible and reviewable by the administration. Minutes will reflect analysis of data and effective teaching practices.</p> <p>Increased EOC scores, increased understanding of how teachers can use data to better support students, prevent teachers from being overloaded with preps and/or PLTs. Increased interdepartmental awareness and possible collaboration.</p>		Celynd Malone	06/30/2020
<i>Actions</i>			6 of 8 (75%)		
10/4/17	The leadership team prioritizes common planning (scheduling team)	Complete 01/31/2018	Tonya Williams	01/31/2018	
<i>Notes:</i>					
10/4/17	Ensure meetings are respecting teacher's time by identifying a time keeper and note taker.	Complete 01/31/2018	Tonya Williams	01/31/2018	
<i>Notes:</i>					
10/4/17	Capping the number of PLTs to two a semester when possible	Complete 04/01/2018	Tonya Williams	04/30/2018	
<i>Notes:</i>					
10/4/17	Protecting early release time - so that PLTs can meet for longer blocks of time.	Complete 05/23/2018	Tonya Williams	05/31/2018	

	<i>Notes:</i> -The district cut the rest of the early release days due to inclement weather. Prior to the cut, early release time prioritized school-wide professional development and departmental time.			
10/4/17	Identifying and protecting time during required teacher workdays for PLTs - before and after the school year	Complete 07/01/2018	Tonya Williams	08/31/2018
	<i>Notes:</i>			
10/4/17	Resources and data are shared electronically for teachers with multiple PLTs	Complete 05/31/2019	Tonya Williams	05/31/2019
	<i>Notes:</i> <a href="https://drive.google.com/drive/folders/0B9B4arN9xhalZjdLcVhMeXZ0VXc?usp=sharing">https://drive.google.com/drive/folders/0B9B4arN9xhalZjdLcVhMeXZ0VXc?usp=sharing</a>			
10/4/17	Identify needs of Professional Learning Communities through the implementation of a Professional Learning Community survey.		Tonya Williams	06/30/2020
	<i>Notes:</i>			
1/29/20	Provide differentiated training to Professional Learning Community leaders based on survey results.		Tonya Williams	06/30/2021
	<i>Notes:</i>			
<b>Implementation:</b>		08/07/2018		
<b>Evidence</b>	8/7/2018			
<b>Experience</b>	8/7/2018			
<b>Sustainability</b>	8/7/2018			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Our PLTs meet to align curriculum and assessment. The PLT minutes should reflect common planning based on standards. This is an ongoing process because there are many external factors involved in alignment including changing curricula and testing. Vertical alignment plan from each department should assist with this curriculum development.	Limited Development 09/24/2018		
<b>How it will look when fully met:</b>		When this is fully implemented, every course will be aligned to the standard course of study from the state with similar rigor and assessment across all sections of the course. Vertical alignment will be developed by each department to ensure continuous learning across the sequence of courses in a subject area. PLTs are the mechanism by which the sections of the course are aligned to state standards and with one another.		<b>Tonya Williams</b>	<b>06/30/2020</b>
<b>Actions</b>			<b>1 of 4 (25%)</b>		
9/24/18	Department heads will work with their departments to develop vertical alignment across the sequence of courses in the subject area. It will be posted in the Instructional Horizontal/Vertical Alignment document.	Complete 12/21/2018	Tonya Williams	12/21/2018	
<i>Notes:</i> Assistant principals by assignment subject area.					
9/24/18	All PLTs meet twice a month to plan standard alignment and create assessments based on vertical and horizontal alignment. They will submit PLT minutes in the appropriate Google tab. The minutes should include which standards were discussed and worked on during the PLT.		Tonya Williams	06/11/2020	
<i>Notes:</i> Ms. Williams will follow up with AP's weekly.					
9/24/18	Assistant principals will monitor the minutes for their assigned subject area. -Frequency: Monthly		Tonya Williams	06/30/2020	
<i>Notes:</i> Ms. Williams will follow up with AP's weekly.					
1/29/20	Each individual teacher will have a week by week syllabus outlining standards to be created in the fall.		Tonya Williams	01/31/2021	
<i>Notes:</i>					

	A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	to be developed		Limited Development 01/29/2020		
<i>How it will look when fully met:</i>	All teachers will incorporate at least one collaborative learning method in each 90 minute class period daily.			Alaina Burr	06/11/2020
<b>Actions</b>			<b>1 of 4 (25%)</b>		
1/29/20	Create a teacher pre-assessment to identify possible teacher leaders and staff PD needs.			Ashley Stephens	01/20/2020
<i>Notes:</i>					
1/29/20	Create post-assessment to gauge the effectiveness of the presented strategies.			Britton Brown	05/01/2020
<i>Notes:</i>					
1/29/20	Provide professional development for effective collaborative methods during the five planning period faculty meetings.			Tonya Williams	06/11/2020
<i>Notes:</i>					
1/29/20	Compile walk thrus and observation data for collaborative learning methods.		Complete 02/01/2020	Ashley Stephens	06/30/2020
<i>Notes:</i>					



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this point, students are not identified in specific tiers; however, beginning in the 18-19 school year, the MTSS Team will create Personalized Education Plans for identified students. Teachers will also be trained on the process for collecting data related to research-based interventions. In order for this to be fully implemented, teachers will have to know every student in their classroom and possibly create a pyramid chart in each class. Core instruction in Standard classes must also be improved through the vertical alignment plan.	Limited Development 09/24/2018		
<i>How it will look when fully met:</i>		When this goal is fully implemented, students will receive personalized instruction based upon their individual need/tier. Student failures will decrease, the cohort graduation rate will increase, and student attendance will increase. Teachers will plan lessons that are differentiated as a PLT in order to ensure all teachers in a given subject area are providing students with research-based interventions based on their tier. The MTSS Team will provide teachers with a menu of universal interventions based on needs, and track progress using data provided by teachers.		Mary Williams	06/30/2020
<b>Actions</b>			<b>3 of 4 (75%)</b>		
9/24/18	MTSS Team will identify and create Personalized Education Plans for targeted students.		Complete 12/21/2018	Mary Williams	12/21/2018
<i>Notes:</i>					
9/24/18	Teachers create pyramids to identify each student in their classes.		Complete 10/01/2019	Britton Brown	09/01/2019
<i>Notes:</i>					
9/24/18	Provide professional development to teachers on research based interventions and data progress tracking.		Complete 01/31/2020	Tonya Williams	01/31/2020
<i>Notes:</i>					
9/24/18	Teachers in collaboration with the MTSS team are coming together to create plans for students.			Mary Williams	06/30/2020
<i>Notes:</i>					

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			As a school staff and faculty, there are members who are implementing the strategies necessary to make this indicator attainable, however, the lack of consistency makes this limitedly developed. In order to reach full implementation, we would need to be fully trained to intentionally implement classroom instruction, modeling strategies, develop classroom norms, and give caring attention (which will be the most important, yet most difficult part to implement) that targets students emotional needs. Through Restorative Practices and Tier 1 Circles during homeroom this school year, we are hopeful that this will be fully implemented.	Limited Development 09/24/2018		
<b>How it will look when fully met:</b>			All Homeroom teachers will regularly (on HR days) conduct Tier 1 Circles. These circles will build relationships and community and provide students the opportunity to share and discuss emotions in a safe environment. Teachers will know how to appropriately refer students to Student Services, the MTSS Team, and other interventions as needed.		Craig Carlson	06/30/2020
<b>Actions</b>				<b>1 of 2 (50%)</b>		
		9/24/18	Teachers refer to MTSS and Co-Located Services based on classroom observations through online referrals. Materials available to teachers and teachers notified by email and in faculty meetings on how to access materials.	Complete 04/03/2019	Mary Williams	05/31/2019
		<i>Notes:</i>				
		9/24/18	Tier 1 Circle Materials made available for appropriate Homeroom dates		Craig Carlson	08/30/2020
		<i>Notes:</i>				

	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		to be developed	Limited Development 01/29/2020		
<i>How it will look when fully met:</i>		Students attending Smart Lunch tutoring sessions. Successful completion of Credit Recovery. Increase in Cohort graduation rate. 5 % increase each year		Mary Williams	06/30/2021
<b>Actions</b>			<b>1 of 3 (33%)</b>		
1/29/20		Ensure that each teacher offers Tutoring hours as per Smart Lunch schedule and plan.	Complete 01/30/2020	Ashley Stephens	01/30/2020
<i>Notes:</i>					
1/29/20		Credit Recovery teachers monitor student needs and success. School counselors conduct transcript analysis and caseload management.		Mary Williams	06/30/2020
<i>Notes:</i> Ms. Nelson works to keep the counselor up to date on student progress through the class.					
1/29/20		Monitor the number of off co-short students at each grade level. Continue to ensure proper monitoring of current years Cohort graduate numbers.		Ashley Stephens	06/30/2020
<i>Notes:</i>					

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date			
<i>Initial Assessment:</i>	School currently lacks consistent and effective programs that support student transitions from grade to grade. Riverside, within the next year, is looking to establish Freshman Academy which will aid in the transition from middle school to high school. With the consistent implementation of Career Crusing, we can support students through high school, and better prepare them for the transition from high school to life.	Limited Development 09/26/2017			<i>How it will look when fully met:</i>	Significantly reduced retention rates, especially in 9th grade. Increased cohort graduation rates. Effective implementation of 9th-grade academy, MTSS process, and Evening Academy. Students will enter Riverside connected to additional support through 9th Grade Academy and other interventions and will progress with their cohort and follow their plan (that counselors develop through transcript analysis).		Craig Carlson	06/12/2020
<b>Actions</b>				<b>6 of 7 (86%)</b>					
	10/4/17	Evening Academy is established.	Complete 01/17/2018	Ashley Stephens		<i>Notes:</i>			
	10/4/17	Riverside High School's MTSS will meet on a weekly basis.	Complete 06/08/2018	Ashley Stephens		<i>Notes:</i>			
	10/4/17	Strategic Scheduling will be implemented at Riverside to provide supports for our 9th grade students by June 2018.	Complete 08/27/2018	Craig Carlson		<i>Notes:</i>			
	9/24/18	Evening Academy continues beginning by early October 2018	Complete 09/24/2018	Ashley Stephens		<i>Notes:</i>			
	10/4/17	A letter will be sent home for students at risk of retention after the first semester. Counselors and Admin will meet 1on1 and with parents of each failing 9th grader in quarters 3 and 4.	Complete 04/24/2019	Ashley Stephens		<i>Notes:</i>			
	10/4/17	9th grade students will create a 4-year plan through Xello.	Complete 09/01/2019	Craig Carlson		<i>Notes:</i>			
	10/4/17	Ongoing cohort graduation team meetings – Ms. Williams		Tonya Williams		<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As per the district, this indicator is fully met.	Full Implementation 09/24/2018		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review the implementation of effective practices.	Full Implementation 09/24/2018		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
	B2.01	School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel. (5855)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		to be developed	Limited Development 01/29/2020		
<i>How it will look when fully met:</i>		to be developed		Mary Williams	06/30/2020
<i>Actions</i>			<b>2 of 6 (33%)</b>		
1/29/20		Schedule meetings within the school day when possible	Complete 09/01/2019	Ashley Stephens	09/01/2019
<i>Notes:</i>					
1/29/20		Assign new teachers TLC/Buddy Mentor	Complete 09/01/2019	Ashley Stephens	09/01/2019
<i>Notes:</i>					
1/29/20		Healthful Living department will provide a weekly tip to Ms. Williams for her bulletin.		Robert Duncan	06/30/2020
<i>Notes:</i>					

	1/29/20	Invite Human Resources to share information on Counseling Benefits from the State Health Plan to the whole staff		Ashley Stephens	10/21/2020
	<i>Notes:</i>				
	1/29/20	Provide opportunities for Staff to participate in Circles		Jenique Taylor	06/30/2021
	<i>Notes:</i>				
	1/29/20	School staff creates opportunities for staff to come together outside of the school day each quarter.		Sara Moore	06/30/2021
	<i>Notes:</i>				
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
	<i>Initial Assessment:</i>			Full Implementation 09/24/2018	
	<p>Currently, we have structures in place for professional learning teams to meet as well as for the full professional learning community to meet and departments. Each department has department goals designed to help with student learning. Teams are required to provide agendas and minutes as well as department chair minutes and agendas. Expectations are sent out yearly for professional learning teams, departments, department chairs, and leadership. We continue to think of ways to incentivize teachers for leadership positions. Mentors are used to assisting new teachers for their service on teams. Opportunities are offered to new teachers to lead. This school year we will monitor all of these new processes. Professional Learning Teams are used to assist new teachers as they contribute to and work with their PLTs. Opportunities are provided for new teachers to be full participants on their PLTs and Departments.</p>				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		observation and evaluation procedures are sent out to staff and school administrators at the beginning of the year and all development plans are based on teacher goals and schedules. The teacher should receive feedback every other month. Each principal provides strength feedback as well as formal walkthru feedback to ensure that teachers can focus on their strengths as well as their weaknesses.	Limited Development 09/26/2017		
		Priority Score: 1                      Opportunity Score: 1	Index Score: 1		
<i>How it will look when fully met:</i>		For this element to reach full implementation, there must be clear procedures, processes, and follow up with all professional learning teams. The principal or assistant principals should attend PLT's regularly, provide feedback on minutes, and support teachers, as needed or requested. The principal and assistant principals should spend at least two hours a day in classrooms to monitor curriculum and classroom instruction. This should be a combination of formal and informal walk thrus and formal and informal observations. Feedback should be provided to teachers on formal walk thrus on the same day and within 10 school days for formal observations. The principal should also utilize distributive leadership by following up with department chairs regularly regarding curriculum and instruction planning, alignment, and assessment and meet with department chairs regarding feedback and support.	<b>Objective Met 08/07/18</b>	<b>Tonya Williams</b>	<b>05/31/2018</b>
<b>Actions</b>					
	9/27/17	Collect, analyze, and share walk thru data monthly with the staff.	Complete 05/02/2018	Tonya Williams	05/31/2018
		<i>Notes:</i> Will be shared at each faculty meeting.			
	9/27/17	Have Assistant Principals support PLT's by holding them accountable for meeting to discuss the curriculum, analyze data, and how to assist individual students by viewing PLT minutes and attending.	Complete 05/01/2018	Tonya Williams	05/31/2018
		<i>Notes:</i> Administration team meets weekly to bring back feedback from PLT's.			
	9/27/17	Maintain all observation timelines and review feedback with teachers within 10 school days.	Complete 05/21/2018	Tonya Williams	05/31/2018
		<i>Notes:</i>			
	9/27/17	Follow up with department chairs monthly regarding curriculum and instruction planning, alignment, and assessment.	Complete 05/16/2018	Tonya Williams	05/31/2018

<i>Notes:</i>				
9/27/17	Provide support to teachers in targeted areas based on walkthroughs and observations.	Complete 05/01/2018	Tonya Williams	05/31/2018
<i>Notes:</i>				
<b>Implementation:</b>		08/07/2018		
<i>Evidence</i>	5/23/2018 =tbc			
<i>Experience</i>	5/23/2018 - tbc			
<i>Sustainability</i>	5/23/2018 -tbc			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The 2018-19 Professional Development Plan was created based on disaggregated data, classroom observations, and teacher input. Teachers will be involved in differentiated professional development surrounding content and digital learning. The entire faculty will also participate in Restorative Practices Professional Development, which was created based upon discipline, attendance, and academic data points.	Full Implementation 09/24/2018		

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As per the district, this indicator is fully met.	Full Implementation 09/24/2018		



Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		to be developed	Limited Development 01/29/2020		
<i>How it will look when fully met:</i>		to be developed		<b>Alaina Burr</b>	<b>06/30/2020</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	1/29/20	Department chairs will work with their administrators to ensure learning environments will be neat and clear of clutter. Students should have clean workspaces and debris should be kept off the floor. The classroom has aesthetically pleasing decorations that create a welcoming environment.		Ashley Stephens	06/11/2020
<i>Notes:</i>					
	1/29/20	Each teacher should have an organization station in each classroom.		Tonya Williams	06/30/2020
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		When the school contacts the home, parents, and teachers feel that they are partners and are willing to problem solve together to support the student. Parents feel comfortable reaching out to all of their children's teachers and school personnel. Teachers and parents treat one another with a mutual understanding of their roles with positive and open communication and encouragement. Parents have access to the information they need to support their student. Teachers have mechanisms for ongoing parent communication. We communicate events but struggle to communicate expectations to parents, especially in Spanish. We are not providing all information, as required, in Spanish to Spanish-speaking students and families.	Limited Development 09/26/2017		
<i>How it will look when fully met:</i>		When the school contacts the home, parents and teachers feel that they are partners and are willing to problem solve together to support the student. Parents feel comfortable reaching out to all of their children's teachers and school personnel. Teachers and parents treat one another with a mutual understanding of their roles with positive and open communication and encouragement. Parents have access to the information they need to support their student. Teachers have mechanisms for ongoing parent communication.	<b>Add Actions</b>	<b>Kevin Primus</b>	<b>06/11/2020</b>
<b>Actions</b>			<b>4 of 5 (80%)</b>		
	10/4/17	Monitor and enforce standardized application of PowerSchool by school personnel, entering grades on a regular schedule.	Complete 05/31/2018	Tonya Williams	05/31/2018
<i>Notes:</i>					
	9/24/18	Teachers utilize the translation desk to communicate as quickly as possible with students and parents	Complete 08/27/2018	Craig Carlson	08/27/2018
<i>Notes:</i>					
	10/4/17	Teachers maintain two consistent forms of communication, including one that provides information about class content.	Complete 01/28/2019	Ashley Stephens	01/14/2019
<i>Notes:</i>		We have built this into our PD Plan for the school as well.			
	10/4/17	Provide professional development on communication methods and applications.	Complete 04/23/2019	Donna Rewalt	03/01/2019
<i>Notes:</i>		This has been completed through the school's technology professional development.			

10/4/17 Every teacher keeps a contact log of contacts with parents.

Tonya Williams

06/11/2020

*Notes:*