

Comprehensive Plan Report

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

January 21, 2014

Nalle ES NCES - 110003000163

District of Columbia Public Schools

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator **IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/23/2013	
	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:	Teachers submit weekly lesson plans electronically to the principal for review and immediate feedback. Additional support and resources are provided from the Assistant Principal for literacy (APL) and Instructional Coach in areas where there is a demonstrated teacher deficit. Principal and Assistant Principal for Literacy are developing a schedule for monitoring instruction for each teacher being observed twice a week for grades 2-5. Pre-school through grade 1 will be observed once per week. The instructional coach provides teachers differentiated coaching support based on deficits and identified areas of need based on the Teaching and Learning Framework (T1-T9). Coaching supports are aligned to formal teacher evaluation system (IMPACT).	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal and Assistant Principal for Literacy (APL) will observe teachers in grades 2-5 twice a week, and grades pre-S - 1 weekly. Teachers will receive consistent oral and timely written feedback from APL and principal, with coaching support from Instructional Coach (IC) as needed. There will be a scheduled collaborative meeting between principal and APL to discuss highlights from weekly observations and action steps. Schedules will be developed for all observers (Principal, APL, IC). Teachers will submit weekly lesson plans for review and receive written feedback for adjustments. Teachers will make modifications to their lesson plans and this will be verified through regular observations and coaching support. Trends and major concerns will be incorporated into the Academic Leadership Team (ALT) weekly meeting agendas for discussion and possible interventions.	
	Target Date:	02/28/2014	
	Tasks:		
		1. All classroom observers (Principal, Assistant Principal for Literacy and Instructional Coach) will create weekly classroom observation schedules. Each observer will be responsible for developing their individual calendar. ALL schedules will be submitted to the principal for review.	
	Assigned to:	[REDACTED]	
	Added date:	09/23/2013	
	Target Completion Date:	10/04/2013	
	Frequency:	weekly	

		Comments:	██████████, principal, ██████████, assistant principal for literacy and Ms. Gray, instructional coach have developed their own schedules for observing teachers to ensure triangulation of observational data. Schedules also ensure intentional overlap and avoid unintentional overlap to mitigate overwhelming the teaching staff. The schedules have also allowed for strategic support via coaching, side by side teaching and provision of the relevant resources needed to increase students academic achievement and improved teacher practice.
		2. Classroom lesson plan review - develop a standard rubric/look fors for lesson plan components for grades K-5. This will ensure consistency for instrcutional leaders review and feedback. Identified components will be monitored through regular classroom observations.	
		Assigned to:	██████████
		Added date:	09/23/2013
		Target Completion Date:	10/11/2013
		Comments:	██████████ utilizes the DCPS template for literacy and math which has specific look fors already embedded. I am also reviewing the eEquip rubric for it's alignment to the Common Core standards to ensure differentiated and rigorous instruction. ██████████, instructional coach also created a standard template for close reading for grades 3-5 which aids in the review process since the lookfors are very obvious.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Indicator	IE22 - The principal uses various tactics to help staff empathize with those they serve and be motivated for change.(3107)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 05/23/2013	
	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 have had staff meetings where we have discussed change as being inevitable, how to effectively embrace change, and move forward in the best interest of our students. Particularly, during the budgeting season, we make the staff aware of possible grade level changes, personnel changes, and program changes, etc. And this past school term, we now have an Assistant Principal which was an adjustment to how the school is now being lead.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	Buy-in versus compliance is critical in order to continue moving the school forward. The entire school community has to be willing to work together as a team for optimal school success. Therefore, the foundation of trust, collaboration, and effective adaptability must be in place. This is facilitated by professional development surrounding the topics of -- team building, culture shifts, and change. This will also be applied by doing collaborative activities.	

Target Date:	01/06/2014
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School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2013	
	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>The instructional coach has facilitated a collaborative lesson study for grades, pres-5, that takes place three days per week for 30 minutes each. The focus has been small group literacy instruction. This is aligned to the school's school-wide literacy focus area of Guided Reading instruction. Select teachers participate in a cohort individualized learning cycle professional development session (aligned to Teach 1 and 2 -IMPACT). They receive weekly coaching in their classrooms with various support models (co-teaching, demonstration lessons, feedback on their instructional delivery, lesson plan review/support). Other teachers participate in the collaborative learning cycle. Tiered support is based on teachers identified pedagogical needs in SY 2012-13, specifically Teach 8 and 9. In support of the local school's instructional priorities, the Assistant Principal for Literacy will provide professional development with Kagan (cooperative learning strategies), reciprocal learning strategies, Marzano's vocabulary, and Guided Reading instruction.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>Nalle ALT will have a completed professional development plan for SY 2013-14 with indicators of success, as verified through classroom observations and student outcomes. Teachers will fully participate in professional developments sessions, in morning collaboratives, individualized learning cycles, and collaborative learning cycles, as well as DCPS district-wide PD days. Instructional leaders will monitor and provide tiered support to teachers, including resources based on observed implementation of professional development strategies. For grades 2-5, after each Paced Interim Assessment (PIA), instructional leadership will review student data to determine where additional professional development is needed based on students' weaknesses. Trends in standards performance, question types, etc will be noted and supports provided, as appropriate.</p>	
	Target Date:	05/30/2014	
	Tasks:		

	1. Create SY 2013-14 professional development plan. Create Professional development calendar with identified topics. Facilitators will be responsible for identifying and collecting resources and distributing to team prior to the meeting. Agendas and notes will be crafted and maintained to support instructional leaders progress monitoring.
	Assigned to: [REDACTED]
	Added date: 09/23/2013
	Target Completion Date: 11/01/2013
	Frequency: three times a year
	Comments: APL will review the professional development calendar three times per year. Modifications will take place as needed based on themes from classroom observations, lesson plan review, student performance data, and teachers identified needs for supports. All changes to the schedule and topic headings will be reviewed and approved by the principal.
Implement	Percent Task Complete: Tasks completed: 0 of 1 (0%)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	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:	Currently, teachers use the DCPS unit lesson plans to create their own individualize classroom lessons. Teacher generated lessons incorporate CCSS and are aligned to the model curriculum and unit assessments. Instructional leadership provide support to teachers to insure that the units of instruction included standards-based objectives and criteria for mastery.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All teachers will use the DCPS unit lesson plans as the primary source to create their own individualize classroom lessons. Instructional team will preview teacher generated lesson plans that incorporate CCSS and will observe instruction that is aligned to the model curriculum and unit assessments.	
	Target Date:	02/14/2014	
	Tasks:		
		1. Instructional leadership provide support to teachers to insure that the units of instruction included standards-based objectives and criteria for mastery.	

		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	08/26/2013
		Comments:	All teachers of grades kindergarten through fifth utilize the unit plans provided by DCPS and create lesson plans to meet the standards, objectives and skills outlined therein. If the suggested books/resources for the units on reading are misaligned to upcoming Paced Interim Assessment for grades 2-5, the principal, instructional coach and teacher determine the course of action and select the appropriate resources. A clear example of this was seen on third grade unit 2 where the genre foci and performance tasks did not properly prepare students for the upcoming PIA. The instructional coach and teacher performed a mid-course correction and provided students with the aligned genre and tasks which led to a tremendous increase in student performance in reading as measured from PIA 1 to PIA 2.
		2. The principal will provide weekly feedback on teacher's instructional lesson plans and provide the APL and the IC with a copy of each teachers' lesson plan feedback.	
		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	08/26/2013
		Frequency:	weekly
		Comments:	This process is ongoing. The lesson plans are sent to principal, APL and IC and the principal copies them on her feedback.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/23/2013	
	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:	During grade level planning time with the principal and the APL, student data will be reviewed to identify students in need of intervention or enrichment. Resource providers will be given the names of the students and their schedules will be adjusted to accommodate individual/group support. This practice has already taken place at the beginning of the year with 2013 DCCAS student performance data for reading and math. This practice will continue using other data metrics including DBELS, TRC, and PIA throughout the school year.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>J. C. Nalle will have a completed data review plan for SY 2013-14 with indicator of success being teachers modifying their instruction (small, whole, and intervention groups) based on their students' data. Teachers will collect various forms of data from the district-mandated assessments, progress monitoring, and daily anecdotal records and use it to create small groups, work stations and intervention groups.</p> <p>After each Paced Interim Assessment (PIA), teachers will review student data to determine the appropriate level of support needed to maximize student performance. Trends in standards performance, question types, etc. will be noted and supports provided, as appropriate. Teachers will use flexible small groups to re-teach the objectives that students performed poorly on. They will also create and implement differentiated small group instruction that specifically provide additional support to students in their areas of weakness. Our Instructional Leadership will utilize their access to students' data on MClass to create appropriate small group and one-on-one interventions for students. The classroom teacher, reading resource and reading specialist will engage in on-going conversations about students' progress and their weaknesses.</p>	
	Target Date:	06/20/2014	
	Tasks:		

		1. Teachers will utilize the data analysis templates provide by the principle to group children for flexible small groups and for intervention groups.
	Assigned to:	██████████
	Added date:	09/26/2013
	Target Completion Date:	10/14/2013
	Frequency:	three times a year
	Comments:	<p>The teachers of grades 2-5 were provided with a BCR analysis template which requires identification of specific skill deficits related to content of the question. The teacher is expected to scribe an intended intervention for the student to focus on and this information is shared with the student during the weekly student/teacher conference. The analysis is uploaded or entered directly into a shared Google Drive so that the grade level team and academic leadership team can view and comment on the data.</p> <p>The data from PIA is reviewed in Mclass Beacon, the grouping tools are used as well as the re-teach quiz questions from the item bank. Quick checks are also utilized to ensure re-teach strategies were efficient leading to student mastery.</p> <p>Based on the above information student intervention via small group instruction as well as individualized instruction is determined.</p> <p>Dibels/TRC When making instructional decisions for small groups of students in the upper elementary grades at JC Nalle who are labeled "approaching proficiency" on TRC, it is important to analyze disaggregated data. For example, as in the case of many of this type of student, decoding and comprehension may be proficient but fluency is an issue. When this is the situation, further analysis of the students' DIBELS performance unearths the specific areas of weakness. Error patterns in fluency are addressed in this way and fluency improves.</p> <p>Conversely, there are also many JC Nalle upper elementary students in the "approaching proficiency" category, who can decode almost entirely error-free, and with automaticity and with prosody, but who do not process the text in meaningful ways. Such students' weaknesses reveal themselves in the TRC look-backs and retell portions of the assessment. It is with these students that comprehension strategies are reinforced during instruction.</p> <p>Regardless of what kinds weaknesses the "approaching proficiency" students possess, very few read the TRC passages completely without error. The MSV data for all students is extremely revealing about their internal processing while reading aloud and makes tailoring instruction to fit the needs of each student much easier.</p>
		2. Teachers and Instructional Leadership will analyses data to look at trends and select objectives for re-teaching.
	Assigned to:	██████████

		Added date:	09/26/2013
		Target Completion Date:	10/21/2013
		Frequency:	three times a year
		Comments:	Data analysis is conducted of student performance on standards that were taught and tested via short cycle assessment, PIA or daily formative quick checks. Teachers select the standards for re-teach and propose reasons for lack of skill mastery. A re-teach template which includes very specific methods for re-teach and assessment are included. This information is submitted to the principal for review and comment.
Implement	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)
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Status	Tasks completed: 0 of 2 (0%)
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Assessment	Level of Development:	Initial: Limited Development 09/26/2013
	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:	Currently, classroom teachers and instructional leadership have full access to students assessment data. Some teachers are able to use their students' performance data to plan for instruction and intervention. The reading specialist and reading resource teacher plan intervention instruction base on the current objectives and verbally share student progress with homeroom teachers.
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Plan	Assigned to:	██████████
	How it will look when fully met:	Instructional teams review data sets independent of administration and are able to develop re-teach plans and shared strategies for targeting skill deficits. The classroom teachers will meet with resource teachers without prompting to share new data sets and provide the names of students in need of intervention.
	Target Date:	06/13/2014

Tasks:			
	1. Provide teach teams with data analysis template and protocol for conducting data team meetings.		
	Assigned to:	██████████	
	Added date:	09/26/2013	
	Target Completion Date:	10/14/2013	
	Comments:	Teachers were provided with data analysis templates created by ██████████ as well as other effective outsourced templates for re-teaching.	

		2. Data team meetings are conducted bi-weekly based on new data sets from MClass, ST Math, Teaching GOLD, Paced Interim Assessments and in house created short cycle assessments. The information gathered from the data will be used to inform instruction and small group intervention or enrichment.
		Assigned to: [REDACTED]
		Added date: 09/26/2013
		Target Completion Date: 10/14/2013
		<p>Comments:</p> <p>Teachers, school-wide, have been receiving instructional support. The primary focus has been English Language Arts. Several teachers have gone through learning cycles in order to grow professionally in the delivery of reading instruction. Teachers have received ongoing support on lesson planning and learning how to use text dependent questions. Teachers have received support on the organization and management of literacy workstations. Teachers have also participated in collaborative groups on guided reading and shared (close) reading in order to ensure that all components of the literacy block are delivered using best practices. There has been modeling, co-teaching, side-by-side coaching and observing. The support is ongoing and has been tracked by class and grade level.</p> <p>Another area of focus has been to collect and use data in a meaningful way to drive instruction with students. Throughout the year, a significant amount of data has been collected on students. Teachers have used different methods to assess and collect data on students – student work, computer-based programs such as myLexia, anecdotal notes, teacher-made assessments, and formative assessments as well. Teachers meet for vertical PLCs, collaborative coaching meetings, and school-wide collaboratives, to analyze and discuss student progress in order to review and revise plans and determine the next plan of action. Additionally, teachers have received training about reading data and how to effectively use it.</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC13 - The school addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports.(2945)**

Status Tasks completed: 2 of 3 (67%)

Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	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:	The Student Support Team (SST) meets once a week to address new or recurring student referrals. Our community school partners provide additional mental health support and wrap around family services. The administrative team meets with the parents of our critical need students in order to provide interventions and other support related to academics or behavior.
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Plan	Assigned to:	[REDACTED]
	How it will look when fully met:	The students referred to the Student Support Team will receive the necessary academic and or behavioral intervention. Teacher data will support the demonstrated improvement in behavior and or academics of the student. The data will also be used to inform further intervention such as referral to the multi-disciplinary team (MDT) as needed. The social workers will also provide evidence of strategies used with the students on their caseload and share these strategies with the classroom teacher. This collaboration will ensure the students' academic, social and emotional needs are met.
	Target Date:	11/01/2013

Tasks:

1. Dean of students will attend training on the Student Support Team Process.

	Assigned to:	[REDACTED]
	Added date:	09/26/2013
	Target Completion Date:	09/26/2013
	Comments:	On September 26, DCPS central office provided training for Student Support Team Coordinators. [REDACTED] presented a snapshot of the 504 process as well. [REDACTED] spoke on the Attendance portion of the SST process. She highlighted data, which showed the importance of attending school and the correlation between high absenteeism and academic deficiencies. [REDACTED] received training on the SST process and serves as the SST chairperson.
	Task Completed:	09/26/2013

		2. Teachers will be provided with the necessary templates and training to begin to refer new students to the Student Support Team.	
		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	10/18/2013
		Comments:	<p>On October 21st, teachers were trained on the Student Support Team process during the weekly morning collaborative meeting. A Power Point was presented which informed teachers of the purpose of SST, staff team members, the various steps as well as the timeline. Teachers were also provided with copies of all the documents used during the SST process from the Educators Portal. The packet included a copy of the referral form, the invitation to parents, a data collection tool and meeting notes.</p> <p>Following the training, teachers can access the ED Portal for additional documents and resources to support their student referral process. Teachers will be expected to collect data on a weekly basis and be made available in advance of the Student Support Team meetings</p>
		Task Completed:	10/21/2013
		3. Teachers will refer students with behavioral or social/emotional challenges to the counseling team for one on one counseling. Members of the counseling team will arrange for parent meetings to discuss ways to help their child minimize the behaviors that are distracting from their academic success.	
		Assigned to:	██████████
		Added date:	09/26/2013
		Target Completion Date:	06/13/2014
		Frequency:	weekly

		<p>Comments:</p>	<p>Update 2014 Teachers make referrals and incidents and needs arise. The hard copies are stored and details are documented using an online database. The students and incidents are discussed during the weekly counseling team meetings. Members of the counseling team include; the school Psychologist, Behavior Technician, two Social Workers, Dean of Students and Parent Advocate. Various interventions such as; parent meeting, small therapeutic lunch groups, classroom presentations and outside community services are implemented to meet the needs of students. Meeting outcomes are shared with classroom teachers and parents to collectively eliminate the distracting behavior.</p> <p>Note to [REDACTED] Please collect monthly behavior reports from counseling team. Please meet with SST team weekly to discuss the progress of students in the SST process. Every three weeks the student intervention data will be reviewed by the SST team to determine next steps.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

Parent, School, and Community

Education - Providing professional development for teachers and training for parents on working together to support student learning

Indicator IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community.(2948)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/26/2013	
	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:	The reading specialist, reading resource teacher and math specialist provide parents with opportunities to learn best practices in English Language Arts and Mathematics. The instructional team plans family fun nights at our school to teach parents academic strategies to use with their students at home.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When fully implemented, our instructional team will have had two family fun nights, one per semester, for grades second-fifth and one family fun night for grades Pre-K-First. Evidence of this objective would included invitations sent to students' families about the events, copies of sign-in sheets, copies of the activities facilitated that evening, a parental survey of the night's event, and a follow-up survey of other academic areas the families would like to learn more about.	
	Target Date:	06/20/2014	
	Tasks:		
		1. Within two weeks, the instructional team will send a follow-up survey home to families asking them to rate how helpful the strategies shared during the family fun night have been in assisting students with their assignments at home.	
	Assigned to:	[REDACTED]	
	Added date:	09/26/2013	
	Target Completion Date:	06/20/2014	
	Frequency:	three times a year	

		<p>Comments:</p>	<p>There were thirteen received surveys representing thirteen household that were filled out and returned for the December 16, 2013 Third (five surveys) and Fourth (eight surveys) Grades Family Fun Night. The overall feedback was extremely positive. Eleven surveys stated that the event was "Great" when given a multiple choice of 1) Great, 2) Helpful, and 3) Need more information to help my child. In the response box for "what worked well" many added comments like "the stations worked well", "it was very hands-on", "loved Lexia", and "the teachers were helpful".</p> <p>In the "Needs Improvement" response box one parent thought a clearly assigned timekeeper would have helped. Another thought there should be more helpers, while another thought parents should volunteer to help. Still another parent wanted each station to last longer. One final comment was that if the Fun Night was designated for third and fourth graders, students of other grades should not be allowed to participate.</p> <p>Five random follow-up phone calls were made. Of the five calls, one was a "no longer in service number". One parent answered the call and had a positive response. As for the other three, messages were left explaining the reason for the call and giving a return number should they wish to call back and comment. As of the present, none of those has returned their call.</p>
	2. Work with teachers to select the appropriate CCSS for each events activities.		
		Assigned to:	[REDACTED]
		Added date:	09/26/2013
		Target Completion Date:	06/20/2014
		Frequency:	three times a year

		<p>Comments:</p>	<p>Introduction: We planned the Family Fun Night with the desired outcome in mind. Our goal was to expose our instructional strategies to our parents in a simple, fun and inviting atmosphere. Welcome: To create a warm and hospitable event, we reached out to our partnership, NCCF, who were able to provide a succulent dinner to parents. During this fellowship time, teachers were encouraged to break the ice by re-introducing themselves to parents, provide details of academic goals, and answer questions. Activity: We created 6 stations that showcase the manner in which students bring the Common Core State Standard alive! Station 1- STMath (Math software) www.stmath.com 2- First in (Math software) www.firstinmath.com 3- Lexia (Reading Writing software) 4- Test Taking Strategy in Reading (Most recent PIA Standarized Test content) 5- Test Taking Strategy in Math (Most recent PIA Standarized Test content) 6- Reading Comprehension Board Game</p> <p>Each student were to guide their parents to each station to demonstrate the way in which they explore the CCSS in class and the strategy they use to progress in reading, writing, and mathematics. Parents and guardian had the opportunity to interface with every step of the strategies, ask questions, participate in games, experience online real-time student progress, and delve in the processes that leads to their child understanding. Conclusion: We created a survey for parents to complete and for us to gage the success of the information session we provided. We will also use parents’ response and comments to improve future events. Our hope is for parents’ support to be aligned with our CCSS objective and for them to increase their involvement in the partnership with us, the JC Nalle family.</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	