Vertical Curriculum Alignment

Introduction: Curriculum vertical alignment is a process that bridges academic standards and skill development from one grade to the next. It defines the scope and sequence of learning objectives for students.

Rationale: Being a small school, CISS has spent significant time and energy on writing curriculum for each subject taught. This curriculum is broken down into unit plans and includes standards, procedures, resources, activities, attitudes, learning outcomes, assessment formats, and time frame. The next step would be to review goals that were written for each grade level and compare them with the grade above and below to create a vertical alignment. This will prevent gaps and overlap in the student learning as they advance year to year.

Goal: Align curriculum unit plans across levels by May of 2017.

Standard	Strengths	Weaknesses	Plan of Action	Responsible Person	Expected Date of Completion	Way Measured
1. Create Curricular Alignment	• All grades have curricular unit plans written for each subject. • Textbooks provide a scope and sequence that facilitates the alignment of vocabulary and concepts across grade levels. • Teachers often take the initiative to informally communicate with colleagues regarding curriculum.	• Vertical alignment has not been completed due to: ➢ small school size ➢ one teacher writing multiple subject/grade level curriculum plans ➢ required 200 day school year, limiting teacher in-service days ➢ the turnover of teachers. (12% turnover rate per year)	1.1 Plan and establish a calendar that allows time for teachers to work together to examine curriculum and ensure vertical alignment for all core subject areas: Math, Reading/Language Arts, Science, and Social Studies.	Director	August 2012.	1.1 Check calendar to ensure that time has been scheduled for teachers to work together on vertical curriculum alignment.
			1.2 Teachers will reflect individually/ collectively in order to examine: ➢ What do students need to know to be able to be successful? ➢ What are they key big picture concepts that need to be taught? ➢ What can be combined/ what can be addressed in parts? ➢ What does not need to be addressed? ➢ What information is key to long-term learning? ➢ When time runs short, what needs to take precedence based on standards?	Administrative Council	Curriculum alignment in-service days: Math: January 2013 Reading/ Language Arts: January 2014 Science: September 2014 Social Studies: September 2015 (see *Timeline Calendar* attachment)	1.2 Ensure teachers for each subject have had time individually and collectively to reflect on vertical curriculum alignment goals and results have been documented in the Results Documentation files.

			1.3 Teachers meet to identify and discuss major themes/topics taught at each grade/subject level in order to produce a continuum of learning across grade/subject levels.	Administrative Council	Math: March 2013 Reading/ Language Arts: March 2014 Science: January 2015 Social Studies: January 2016	1.3 Verify that teachers have had time to meet and discuss major themes/ topics taught at each grade/subject level and documented results in the Results Documentation files.
			1.4 Teachers will create a skills checklist for each grade to prevent gaps/overlap in skill development.	Administrative Council	Math: April 2013 Reading/ Language Arts: April 2014 Science: March 2015 Social Studies: March 2016	1.4 Primary and Secondary Heads review teachers' list of grade level skills.
			1.5 Teachers will review, evaluate and revise skills checklist for one year after creating and putting it into use.	Division Heads	Math: May 2014 Reading/ Language Arts: May 2015 Science: May 2016 Social Studies: May 2017	1.5 All teachers and Division Heads meet to compare skills checklists and determine necessary changes for following academic year.
2. Compare Teaching Practices	• This year, CISS teachers began a peer observation process by observing the teacher in the grade above and below their own. • Our small school size naturally allows for informal communication between teachers regarding incoming students, and successful teaching practices. Ideas are	• Most communication between teachers is informal and does not guarantee the sharing of key pertinent information to better guide student performance.	2.1 Increase peer observation twice a year with scheduled time to formally discuss observations and share best practices.	Administrative Council	By the end of each semester. 2012-2017.	2.1 Check Results Documentation files to ensure peer observation forms are being filed and reviewed each semester.

	sharing across grade levels frequently.				
			2.2 Create an end of the year class profile template to be completed by each teacher regarding strengths and weakness in their class(es). This will be shared with the next year's teacher.	Administrative Council	End-of-year profile June 2013	2.2 Check binders to verify class profile templates are available for teachers to review the following year.

3. Improve Assessment Practices	• Teachers use a variety of assessment practices to measure student achievement and understanding.
	   ➢ PowerPoint presentations
	   ➢ tests
	   ➢ quizzes
	   ➢ class work
	   ➢ projects
	   ➢ research
	   ➢ presentations
	   ➢ essays
	   ➢ demonstrations, and
	   ➢ debates, are all examples.
	
	• Teachers have planned diagnostic, formative and summative assessment of each unit of instruction in all subject area.
		• Rubrics and assessments need to be aligned in order to match grade/course level of instruction.	3.1 Develop and align appropriate use of rubrics and assessments across grade/course level.	Administrative Council	September 2012	3.1 Review compiled rubrics to ensure grade- level appropriateness and alignment.

Reading Comprehension and Critical Reading Plan

Introduction: Reading comprehension and critical reading are interactive and constructive processes that synthesize information in order to derive meaning from text. They relate the student's personal experience to the world

around them. They also involve making connections by accessing prior knowledge in order to understand and evaluate what the student reads on both a personal and societal level.

Rationale: CISS students have consistently scored above average in all areas of standardized testing. Based on the IOWA, PSAT, and SAT test scores from 2008 to 2011, CISS students have shown slight improvement or

remained constant in the areas of vocabulary, reading comprehension, and critical reading. However, they have consistently scored lower in these areas compared to other core subjects.

Goal: Students will improve critical reading standardized test scores by 1 percentile point consistently across all grade levels each year from 2013-2017.

Standard	Strengths	Weaknesses	Plan of Action	Responsible Person	Expected Time of Completion	Way Measured
1: Aligned Curriculum	• CISS teachers use a core textbook for reading instruction. *Harcourt Trophies* series is used in grades 1 through 6 and *Glencoe Literature* is used in grades 7 through 12. • The reading textbook is supplemented with novels in grades 3 through 12. Related reading materials are used to enhance textbook reading selections in grades K-2. • Grades 6-12 have an additional vocabulary builder workbook. • Textbooks are designed to build upon the skills acquired in the previous years. • Reading and language	• Our reading textbooks are over ten years old and need to be updated to meet the need for accurate nonfiction story selection.	1.1 Establish a selection committee or group to review available reading program options and make suggestions for new reading program adoption.	Steering Committee	September 2012-Establish Ad-Hoc Reading Committee Director-order samples. February 2013-Teachers review textbooks, provide input. May/June 2013-Order New textbooks and support materials.	1.0 Check list of recommended reading programs to review chosen by the ad-hoc meeting.

	arts yearly unit plans have been written for all grades. These include: standards, procedures, resources, activities, attitudes, learning outcomes, assessments formats, and time frames.					
			1.2 Teachers will meet and discuss strengths and weaknesses in our current reading program and share suggestions for improvement.	Division Heads	October 2012 (During primary and secondary faculty meetings)	1.1 Ensure that teachers have had time to meet and discuss the current reading program.
		• Novel review and selection could be better developed to ensure that books spark the interest of readers, encourages discussion relating to everyday life, and provides a select vocabulary.	1.3 Investigate, consider, and collectively select novels for the upcoming year.	Teachers	Teachers coordinate novel selection by end of third quarter each year.	1.2 Evaluate results of survey created by teachers to ensure students find readings selections engaging and relevant. Survey teachers to verify that they find reading selections pertinent and important for grade level.
		• Although CISS teachers have written extensive unit plans for all subjects, they need to be vertically aligned to ensure that skill development flows from one grade to the next.	1.4 Reading teachers from grades above and below each other will meet and discuss the alignment of reading curriculum *(see plan of action under Vertical Curriculum Alignment Plan.)*	Administrative Council	2013-2014	1.3 (See *Curriculum Vertical Alignment*)
2: Instruction and Targeted Intervention.	• Teachers use a variety of methods to teach vocabulary, reading comprehension and critical reading skills: ➢ Read aloud ➢ Guided reading ➢ Choral reading ➢ Independent reading ➢ Use of reading guidelines ➢ Class discussions ➢ Literature circles and teaching specific reading strategies are some examples) ➢ Author's chair ➢ Debates ➢ Identifying meaning in context ➢ Dictionary skills	• The following data reflects the transient nature of our small international school: ➢ On an average, CISS has a 26% turnover in student body and a 12% teacher turnover each year. ➢ The majority of our students are second language English learners without English support at home. ➢ CISS is still in the process of curriculum development; therefore, gaps and overlap may exist	2.1 Reading teachers will meet with grades above and below their own to create a checklist of skills to align vocabulary development, reading comprehension, and critical reading skills.	Administrative Council	April 2014.	2.1 Verify that teachers have met and created a checklist of skills to align vocabulary development, reading comprehension, and critical reading skills.

	> Reading strategies are an intricate part of our reading program • CISS is one of the few schools in El Salvador with a specific English as a Second Language program to support students whose English language skills are not at a proficient level to enter the mainstream classroom.	across grades in vocabulary, reading comprehension, and critical reading.				
3: Multiple Assessments.	• Teachers use a variety of means to assess vocabulary, reading comprehension and critical reading skills: > writing reflections based on reading selections > character analysis > written tests to check vocabulary and comprehension > guided web quests > projects > various types of dramas > PowerPoint presentations > Oral book summaries • Reading and Language Arts unit plans include: diagnostic, formative and summative assessment methods.	• Although many CISS teachers use rubrics that are either developed personally or from different sources, there is little alignment from one grade to the next.	3.1 Teachers will develop a system for consistent use of rubrics with appropriate grade level language that defines clear expectations from one year to the next.	Division Heads	Rubric development September 2012	3.1 Primary and Secondary Heads Review rubrics created by teachers during In-Service to ensure that rubrics reflect language and expectations appropriate for each grade level.
			3.2 Provide in-service on Blooms Taxonomy of Learning Domains for use in formative and summative assessments.	Administrative Council	Blooms taxonomy in-service September 2012	3.2 Ensure teachers receive training relating to Blooms Taxonomy. Review the evaluation methods (tests, etc.) used by teachers to guarantee students are being given both formative and summative assessments.
4: Literacy Environment	• Students are provided with a variety of opportunities for reading and analyzing texts. > Classroom libraries. > Weekly library visits. > Reading buddies	• Due to the bilingual nature of our school, two class periods per day are allotted to Spanish, thus limiting the expansion of English instructional time.	4.1 Purchase a bookcase for each classroom.	Director	Purchase book case by October 2012	4.1 Visit elementary classrooms to verify bookcases have been placed in each room.

	between lower and upper primary grades. ➤ Addition of novels to the curriculum.				
		• Being an international school, access to English reading materials is limited and importing such materials is often costly and unreliable.	4.2 Create a classroom library in each primary classroom (encourage donations by parents each year and families who may be moving out of the country).	Teachers	Start date August 2012, End date January 2014	4.2 Verify a variety of appropriate grade-level reading materials exist in each classroom library.
			4.3 While aligning the curriculum and eliminating gaps and overlap, teachers will look for opportunities to increase reading instruction time in the classroom.	Administrative Council	March 2013 in-service (recommend ations to be considered by administratio n)	4.3 Verify teachers have included additional classroom opportunities for increased reading instruction time in weekly lesson plans.
5: School, Family and Community Involvement	• CISS provides an opportunity for students to purchase English books through the Scholastic Book Club yearly. • CISS celebrates a Reading Week. Local authors, parents, and outside contacts are invited to read and share their favorite pieces of literature with the students. • Most primary grades require that students keep track of a daily reading log at home.	• As an international school in El Salvador, there are limited resources available in the English language.	5.1 Offer Scholastic Book Club twice a year.	Librarian	October /April each year.	5.1 Check school calendar to ensure that the Scholastic Book Club is scheduled and held.
		• The majority of our students are second language English learners without English support at home.	5.2 Create a small committee to plan and enhance Reading Week. (Character dress-up day, class reading contests, book swap day, and "Drop everything and read" are examples.)	Steering Committee	November 2012	5.2 Survey teachers to evaluate effectiveness of "Reading Week" on students' enthusiasm for and comprehension in reading. Document activities in pictures for yearbook.
			5.3 Teachers will create a suggested reading list for each grade.	Teachers	Keep a running list throughout 2012 and publish by	5.3 Ensure reading lists for each grade correspond to national reading curriculum. Check that lists have been published on website and are

					Fall of 2013	readily available to parents (newsletters) and students (bulletin board). Teachers evaluate students' reading continuously throughout school year.
			5.4 Teachers will give students a reading assignment to be completed over the summer months.	Teacher	Summer 2014	5.4 Teachers create diagnostic method to evaluate vocabulary and comprehension of book read. A record will be kept of each student's participation.
			5.5 Form a committee consisting of parents and teachers and students to explore the option of creating a school-wide reading campaign that rewards students for independent reading all year long.	Steering Committee	September 2014	5.5 Review results of committee's meeting about school-wide reading campaign.
6. Professional Growth	• Teachers at CISS bring a variety of cultural and educational backgrounds that enrich school climate. • Teachers earn professional development hours by participating in educational courses, conferences, seminars, and workshops.	• Being an international school, there is limited availability of workshops, seminars, or other professional development opportunities offered in English.	6.1 Hold an annual in-service day where teachers who have attended workshops, seminars, conferences, or taken courses can share their knowledge gained.	Administrative Council	February 2013 and every subsequent year	6.1 Ensure that calendar includes in-service day.

Stakeholder Communication Plan

Introduction: Stakeholders are those who have an invested interest in the success of the school and include the administration, teachers, staff, students, parents, and outside resource professionals who interact with the students. Stakeholder communication provides avenues for communication between all of the mentioned above in order to promote a stronger community to support learning.

Rationale: CISS seeks to foster effective communication between all stakeholders, and the small school setting naturally allows for informal communication to occur. Furthermore, parent surveys reflect a positive climate within our school community. However, there is not a formal, written procedure for communication between all stakeholders at this time. Establishing a more formal system of communication will provide all stakeholders with clear, set channels for communication.

Goal: Update and formalize the current system of communication between all stakeholders by December 2013.

Standard	Strengths	Weaknesses	Plan of Action	Responsible Person	Expected Date of Completion	Way Measured
1. School- Parent	• There are currently many avenues of communication between school and home which include: ➢ Halcon (School Newsletter) ➢ Secondary School Weekly Online Newsletter ➢ Primary School Weekly Newsletter ➢ Friday folders with weekly comments for all primary students ➢ Notes in homework notebooks for primary school students ➢ Daily communication log for students who need closer follow-up ➢ Student Weekly Report form used to record progress for secondary students when needed. ➢ Discipline notices sent home when needed ➢ Communication between parents and students through email and phone ➢ Parent- teacher conferences scheduled by appointment when needed ➢ Parent Committee meetings held monthly ➢ Progress reports sent home each mid-quarter. ➢ Report cards sent home quarterly. ➢ Report of achievement on standardized testing sent home at the end of each year. • Our school director maintains an open door	• Parent-teacher conferences are documented by note taking, but there is no formal form or recording format.	1.1 Create a form to document parent-school conferences and provide copies to stakeholders in attendance. (Include agenda, strengths and weaknesses of students, and plan of intervention.)	Division Heads	September 2012	1.1 Binders maintained by teachers are kept available for administration to review upon request.

		policy with parents. • Major school communication is sent home both in English and Spanish.				
		• School website has not been kept updated on a regular basis.	1.2 Establish an ad-hoc committee to provide guidance and over site in updating the school website to make it more interactive and user- friendly. This committee will discuss policies of use and determine if some areas need to be password protected.	Steering Committee	Establish ad-hoc committee by the end of September 2012. Preliminary site running by January 2013. Reevaluate and make changes by June 2013.	1.2 Verify that ad-hoc committee has been formed. Check that preliminary website is running. Include survey option on new school website for stakeholders to provide feedback on whether website is functional and user-friendly.
		• Teachers use personal email for communication with parents.	1.3 Provide teachers with a school email where parents can communicate with teachers.	Director	August 2012	1.3 Verify list of school emails for teachers and ensure it is published both as a hard copy and on school website.
		• School report cards are written by hand and all student records are kept in written files.	1.4 Explore options and purchase a computerized database for student record performance, emergency contact information, medical history and any other pertinent data.	Director	August 2012	1.4 Ensure Administration has received quotes and review chosen computerized database. Check participation in teacher-parent training. Evaluate extent to which new database is being used by stakeholders.
			1.5 Provide teacher and parent training for online database system.	Administrative Council	August/ September 2012	1.5 Verify teacher and parent training for online database system has occurred.
			1.6 Begin recording grades and issuing report cards using database system. (Produce both electronic and printed report cards for first year.)	Division Heads	August 2012	1.6 Verify that grades, progress reports, and report cards are being recorded using new database system.
		• Sometimes, new parents are unaware of means of communication within the school.	1.7 Establish and publish written policies and ways of communication between all stakeholders in school	Administrative Council	August 2013	1.7 Review list of policies and ways of communication between all stakeholders in school handbook.

			Communication is sometimes limited due to percentage of families who do not speak English or Spanish.	handbook.			
2. School- student	• Both primary and secondary teachers provide a weekly newsletter to students. • In primary school, a Friday Folder is sent home with weekly comments and graded work. • Teachers provide daily/weekly feedback for students who need to improve in work habits and conduct. (daily logs or weekly forms) • Student surveys show that the majority of students feel that teachers are approachable during their free time. • Student's surveys show that they feel that administrators are approachable and that counseling services are available when they need help.	• Teachers need to be informed with results from surveys to aid in the understanding of goals set.	2.1 Profile Committee should present survey results to all teachers.	Profile Committee	Spring 2012	2.1 Verify division heads and teachers have discussed profile committee results.
			• Student surveys reflect inconsistency in timely feedback on assignments.	2.2 Establish policies for an acceptable time frame for feedback and grades on assignments.	Administrative Council	August 2012	2.2 Survey students randomly once a semester to ensure a formal acceptable time frame for feedback and grades on assignments. The Profile Committee will formulate survey and the Results Committee will evaluate results.
			• Sometimes, multiple tests/assessments are given on the same day and students feel overloaded when this happens.	2.3 Create a policy for coordinating test schedules and number of tests that can be given in a day between teachers.	Administrative Council	August 2012	2.3 Division Heads should review newsletters to verify that test dates are coordinated.

		• There is an inconsistency in posting newsletters online amongst teachers.	2.4 Establish a policy for newsletters to be posted on the school website. 2.5 Post primary classroom newsletters online.	Administrative Council Division Heads	August 2012 August 2012	2.4 Division Heads should check to ensure that teachers are complying with the timeline. 2.5 Ensure that the primary classroom newsletters are accessible online.
3. **School Administration -Staff**	• School administration maintains regular communication with staff members through: ➢ A yearly calendar is printed at the beginning of each school year ➢ Monday bulletins printed and sent by email to all teachers on Friday for the following week. ➢ Weekly meetings between administration and teachers are held in both primary and secondary. ➢ Emails sent to teachers when other information needs to be shared during the week.	• There are few in-service days scheduled throughout the year to allow for teachers to collaborate.	3.1 Administration will schedule quarterly in-service days for teacher collaboration quarterly. .	Administrative Council	August 2012	3.1 Verify that administration has scheduled in-service days for teacher collaboration quarterly.
		• There has been inconsistency in teacher evaluation and feedback from year to year.	3.2 Revise the teacher evaluation policies and peer observation form to provide a method for communicating constructive feedback for improving teaching practices. 3.3 Teacher and administrators will continue peer observations, evaluation and feedback will be scheduled once each semester.	Administrative Council Director/ Division Heads	August 2012 Fall 2012/ Spring 2013 Fall 2012/ Spring 2013	3.2 Division Head observations and teacher peer observations are kept in teacher file for administration and teachers to review. 3.3 Teachers fill out peer evaluation forms and discuss results with teacher observed. Survey teachers to ensure that evaluations have been scheduled and implemented and that results have been discussed.
		• New teachers have found that their first year is often tough and have expressed a desire for a mentor to be assigned to them.	3.4 Establish policies and implement new mentoring/coaching for new teachers.	Administrative Council	August 2013	3.4 Survey new teachers quarterly to evaluate the effectiveness of the mentoring/coaching plan.

4. CISS and Professional resources	• CISS encourages communication between staff and outside professional resources (meetings, emails, and phone calls).	• Meetings between professional resources and the school are documented by note taking, but there is no formal form used for documentation.	4.1 Create a form that can be filled out during meetings and provide copies to stakeholders in attendance.	Administrative Council	September 2012	4.1 Ensure stakeholders involved are maintaining files with documentation communication between professional resources and the school.

SPRING 2012

- Teacher meet to coordinate novel selection (3rd to 6th grade)
- Explore options for computer data system
- Profile committee presents results to staff

SUMMER 2012

- Purchase database system

2012 -2013

Plan Timeline:		
August - Calendar for quarterly in-service days - School email for teachers are assigned - Policy for coordinating test schedule - Newsletter policy - Policy for timely feedback - Post both primary and secondary newsletters online - Parent/teacher data system training - Begin classroom library collection	**September** - Ad-hoc committee for website will be formed - Ad-hoc committee for reading program selection will be formed - Forms created to document both parent-teacher conferences and teacher-outside professional meetings - Rubric/assessment in-service for teachers	**October** - 1st Scholastic book club - Mr. Stemp orders reading program samples - Teacher evaluation procedure and peer observation forms revised - Teachers meet to discuss strengths/weaknesses of current reading program (during faculty meeting) - Bookcases purchased for each classroom
November - 1st evaluation and peer observation completed - Reading Week	**December**	**January** - Preliminary website running - Math curricular alignment in-service (Discuss reflective questions)
February - Teachers review reading program options and give feedback. - In-service for teachers to share professional development experiences	**March** - 2nd Math curricular alignment in-service – (major themes/topics)	**April** - 3rd Math curricular alignment in service (skills check) - Reading teachers meet to coordinate novel selection - 2nd scholastic Book Club
May - 2nd teacher evaluation and observation done	**June** - Evaluate website - End of year class profile completed for next year's teacher.	**July**

2013 -2014

Stakeholder Plan Timeline:		
August	**September**	**October**
• Stakeholder communication procedures in handbook • New teacher mentoring to begin • Suggested class reading list completed	• Reading/Language Arts professional development in-service (new textbook adoption)	• 1st Scholastic Book
November	**December**	**January**
• Reading Week		• Classroom libraries established • In-service for Reading/Language Arts vertical alignment (Discuss reflective questions)
February	**March**	**April**
• In-service to share professional development experiences	• 2nd in-service for Reading/Language Arts vertical alignment (major themes and topics)	• Reading teachers meet to coordinate novel selection • 2nd Scholastic Book Club
May	**June**	**July**
• 3rd in-service for Reading/Language Arts vertical alignment (skills check list)	• Discuss increasing reading instruction time for the following year. • Review/evaluate Math skills checklist.	

2014 -2015

Stakeholder Plan Timeline:		
August	**September** • Begin school wide reading campaign • 1st in-service for Science vertical alignment (Discuss reflective questions)	**October**
November • Reading Week	**December**	**January** • 2nd in-service for Science vertical alignment (major themes and topics)
February • In-service for teachers to share professional development experiences	**March** • 3rd in-service for Science vertical alignment • (skills check list)	**April**
May	**June** • Review/evaluate Reading/Language Arts skills check list	**July**

2015 -2016

Stakeholder Plan Timeline:		
August	**September**	**October**
	• School wide reading campaign • 1st in-service for Social Studies vertical alignment (Discuss reflective questions)	
November	**December**	**January**
		• 2nd in-service for Social Studies vertical alignment (major themes and topics)
February	**March**	**April**
• In-service for teachers to share professional development experiences	• 3rd in-service for Social Studies vertical alignment (skills check list)	
May	**June**	**July**
	• Review Science skills check list	

Curriculum Vertical Alignment Documentation

1.1. Include calendar.

1.2. Include teacher's answers to reflection questions from plan of action.

1.3. Include documentation from teacher's discussion of major themes taught from plan of action.

1.4. Include skills checklist from each teacher.

1.5. Include documentation of teacher's discussion of skills checklist.

2.1. Include peer observation forms.

2.2. Include class profile template.

3.1. Include rubrics used by each teacher

Reading Comprehension and Critical Reading Documentation

1.1. List of new selection of books chosen by all teachers.

 1.2. Calendar and minutes from meeting.

1.3. Surveys regarding opinions on reading.

2.1. Rubric's review

2.2. Documentation that includes pictures, presentation notes, Monday Bulletin and other printed documents that relate to Blooms Taxonomy

3.1. Check list of skills to align vocabulary development, reading comprehension, and critical reading skills.

4.1. Include pictures of classroom bookcases

4.2. List of books of each classroom library

4.3. Lesson Plans that show that teachers have given reading time.

5.1. Include copy of calendar and pictures from scholastic school club.

5.2. Include surveys and pictures of reading week.

5.3. Copy of book list for suggestive reading of each grade.

5.4. Include notes from committee meeting about school wide reading campaign

6.1. Documentation of in-services.

Stakeholder Communication Plan Documentation

1.2. List of Ad-hoc committee members.

   Include website link and survey results

1.3. List of teachers email addresses

1.4 Quotes from computerized data base.

   List of participants in teacher- parent training.

   Include summary of usage of date base by quarter.

1.5 Include copy of communication policies.

1.6 Include copy of handout, notes, and pictures from the presentation.

2.1. Include notes from profile committee meeting.

2.2. Include result of student's survey

2.4. Include link of Elementary Classroom Newsletter.

3.1. In-service calendar

3.2. Check Vertical Curriculum Alignment in section 2.1.

3.4. New Teacher's Survey Results

4.1. Include the form